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INTRODUCTION AND USE OF THE

GRADED LESSONS

INTERNATIONAL COURSE

GENERAL MANUAL



OUTLINE APPROVED BY COMMITTEE ON CURRICULUM
BOARD OF SUNDAY SCHOOLS, METHODIST EPISCOPAL CHURCH

revised
HENRY H. MEYER, EDITOR
//

THE METHODIST BOOK CONCERN
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THERE are certain things which those who desire to introduce the graded lessons into the school will wish to know: What the International Graded Courses are; why we should have graded lessons of any kind; the advantage in their use, and the results that may be expected from them; the kind and amount of organization that will be necessary to make possible the best use of the lessons; the equipment that is necessary and the added equipment that is desirable; what the work of the superintendent is under a graded system, and how the duties of the secretary will differ from those required of him in the past. It is the province of this manual to answer these and other allied questions.

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CHAPTER I
TASK OF THE SUNDAY SCHOOL

THE new movement is the outgrowth of the larger conception of religious education. According to this new conception the factors entering into the process are much more varied than was formerly supposed. All truth belongs to religious education, from whatever source it may be derived. Moreover, the aim of genuine education is the production of sound character, and all instruction must be directed to this purpose.

JOHN T. MCFARLAND.

"To fit us for complete living is the function which education has to discharge."
(Spencer.)

The form of the statement is perfect. Men will differ as to the content which they put into that form. Idealists will declare that it means no less than the perfecting of human life after a divine pattern.

HERMAN HAROLD HORNE.

CHAPTER I

TASK OF THE SUNDAY SCHOOL

THE attitude of the Church toward its educational work has varied greatly in the different periods of its history. With the early Jews formal education consisted wholly of casual, unsystematic, and yet frequent instruction in sacred literature and tradition all through the Old Testament period. The apostolic Church made much of its schools, teaching individually by the interlocutory method, subject matter beginning with the Old Testament story of Creation and proceeding to practical Christian living. In Armenia, Gregory, the Illuminator, at the beginning of the fourth century, inaugurated a compulsory system of Bible schools in every city. At that time, and on through the sixteenth century, the Bible was the main textbook, but during the seventeenth and eighteenth centuries the study of the Bible was largely displaced by the rote memorizing of answers in catechisms.

When Robert Raikes started his school in Gloucester, England, the children were taught to read as a necessary preliminary to Bible study, and the catechism also figured prominently among subjects taught. In our country during the first half of the nineteenth century

the emphasis was about equally divided between the biblical instruction and that found in the catechisms of the various denominations. Many teachers used the latter exclusively, not because of any idea that doctrinal instruction was the more important, but because the catechisms printed with questions and answers furnished definite material, while Bible instruction in most cases had to be given by each teacher without any other textbook than the Bible itself and without any assistance in choosing the portion of the book used.

With the introduction of the uniform system of lessons, there was at once a deepened interest in the teaching function of the Church, and the Bible became the center of the system. It was then possible to unify all Sunday school work and to have interdenominational movements in the direction of teacher training which were a great advance over anything that had been known before. But after several years of experiment with the plan which provided one lesson for all pupils, it became evident that pupils passing through the Sunday school and studying faithfully did not acquire definite knowledge of the Book as a whole, or ability to work with it easily. A more serious defect was evident when it became known that out of every hundred pupils given to the Sunday school in their earliest years, sixty were lost to the Church and drifted out into the world. In the minds of some people the fact that the pupils gained little or no in-

formation concerning the Bible was a matter of relatively small moment, for in those years the work of the Church, in relation to people of all ages, was understood and declared to be not at all educational, but wholly evangelistic.

Slowly there came an awakening. The Church began to see that no one can hope to attain the highest results in dealing with any organism, unless he obeys the laws which God himself has made for that life. In the uniform system of lessons the most prominent aim is to cover the Bible in a certain number of years, presenting the Old and New Testaments in due proportion in the cycle. The moment it became evident to the Sunday school world that the Bible was made for man, and not man for the Bible; that the pupil, and not the Book, must be the center of the system, graded lessons were a necessity. It was then seen that not evangelism alone, nor education alone, but evangelism through education must be the key note of all Sunday school effort.

That the graded lessons make it possible to fulfill the task of the Sunday school cannot be doubted by anyone who studies the courses carefully with the needs of the developing life in mind. (See Chapter II.) In addition to the knowledge given, an opportunity is provided for the pupils to express what they have learned through

Evangelism
Through
Education

Possibilities in
the Graded
System

handwork of various kinds, such as picture pasting, writing of memory texts, original story work, and the making of outlines. More important than any of these, there are many suggestions both to teachers and pupils of ways in which the lessons learned may be put into practice through service in the home, at school, and at play. In fact, the aim reaches in every case beyond the individual to the community, for the desire is that each pupil shall be so trained that he will be able to do his part nobly in the place where he lives.

Already, wherever the International Graded Lessons have been faithfully used, results are being brought to pass which exceed anything that has ever been seen before in the educational work of the Church. The children in the Primary and Beginners' classes have become familiar with the great stories of the Bible and with simple verses from God's Word so associated with the stories as to express constantly the truths that are in them, truths which the children may live out and so make their own. The older children have gained a broader knowledge of the Bible, have learned facts about the Book itself, and about Bible lands, manners, and customs. They have become expert in handling the Book and have learned the places of the great stories and the most important passages of the Word. They have followed the footsteps of Jesus, first through selected incidents of his life, and later taking the whole of the story as it is told by Mark, and they have seen how his followers in the apostolic

age and in more modern days have gone forth in his strength to do his work in the world. Best of all, as they have reached the first great age for spiritual awakening, children by the hundreds and thousands have been seen coming into conscious relations with the Lord Jesus Christ, and into fellowship with his Church. In the period of youth, also, as our young men and women have been brought into contact with the experience and lives of the greatest Bible characters and of other followers of the Lord Jesus, their own lives have been developed toward the highest ideals, and as they studied the full record of the life of Christ they, too, have been brought to the feet of the Master to give their lives to him in loving service.

Under the uniform system of lessons it has happened in a large number of individual cases that lives have been molded into Christ's likeness, but if the lessons in any case helped to bring about this result it was because they happened to meet the need at the time when the need arose, not because they were definitely planned to do that thing.

It must be remembered that it is not the primary purpose of a Sunday school to teach a system of lessons, however valuable the system may be. The lessons are not an end in themselves but simply a means to an end. The great aim is the building of Christian character in order that the individual may worthily fill his place in

**Limitations of
the Graded
System**

the world. With the introduction of the graded lessons, the aim of the Sunday school was not changed but exalted to its proper place and made more possible of realization. But there is no magic in the graded lessons. They will not teach themselves. They may easily be rendered ineffective by a teacher who is antagonistic or even indifferent to them. They are not supposed to contain everything that is needed in the way of religious education. The religious atmosphere of the Sunday school must be such as will help to enforce the meaning and purpose of the entire course of teaching. The spirit and bearing of the teachers in the whole conduct of the school, as well as in their daily lives are among the forces which exert a powerful influence upon the pupils. That this influence should be of such a nature as to produce in the pupil reverence in worship and bring home to his mind and conscience the divine message is self-evident.

Some churches will wish to add to the curriculum teaching concerning denominational history, characteristic doctrine, forms of prayer, and historic hymns, in addition to those suggested with the lessons. A church catechism or some other form of instruction supplemental to the graded course as it now stands may also be introduced, but whatever is done, the work should be so correlated with the aims and methods of the successive grades in the course as to make the whole form one consistent scheme of education which shall stimulate the pupil's interest, quicken his memory,

and guide him into habits of faith, worship, and service.

While the lessons taught in the Sunday school are not all that is required for a broad, adequate religious education, they form a very important part of the means to be used for the realization of the general aim. It is, therefore, incumbent upon the officers of each school when choosing lessons to select that system which will most adequately assist in making possible the accomplishment of the task intrusted to the school. It must be true that graded lessons, that is, those which have been chosen for the specific purpose of meeting the ever changing needs of the developing life, are better than a uniform system. Several systems of graded lessons are available, but all graded lessons are not of equal value. Some have been prepared by one person or by a few individuals, not all of whom have had practical experience with the grades for which they were outlining lessons. The International Graded Course has the unique distinction of having been worked out by a large group of people, all of whom were specialists actively engaged in teaching in the different grades for which the lessons were selected. Moreover, these lessons, throughout the whole process of construction, from the first draft of the outline to the completed product, have been carefully criticized and supervised by the editors of the different denominations issuing them.

The Best Available System



CHAPTER II

HOW THE INTERNATIONAL
GRADED LESSONS CAME INTO
BEING AND WHAT THEY ARE

THE new education puts the pupil at the center and requires the instruction to be adapted to his needs. The history of education shows that the pupil for a very long while was denied this central position. The question of interest belonged to the instructor, not to the instructed. But modern education entirely reverses this. The nature of the pupil, and the consequent needs of the pupil, receive first consideration. Modern psychology, particularly the study of the child-mind, has shifted the educational center from subjects to persons.

JOHN T. MCFARLAND.

CHAPTER II

HOW THE INTERNATIONAL GRADED LESSONS CAME INTO BEING AND WHAT THEY ARE

For many years prior to 1902 there had been a feeling of unrest and dissatisfaction in many Sunday schools, because it was realized that it was impossible to meet fully the spiritual needs of the pupils, or provide adequate religious education under the uniform lesson system. Naturally the teachers of the younger children felt the strain of the situation most keenly. It is not surprising therefore that the request for graded lessons came first from primary teachers. They asked the International Convention of 1902 to give them a two years' course for the beginners. This was done and the course was used widely from the time it was issued. Three years later the elementary teachers expressed their thanks to the Convention at Toronto for the Beginners' lessons, and said that they would welcome a similar course for the primary children. No action was taken on this request, but in the next three years history was made rapidly, as was necessary if the Sunday school world was to keep pace with the demand for graded lessons.

Growth of the Demand

It is not possible to give the full history of the movement which led to the issuing of graded lessons, but four important facts must be mentioned.

Important Factors in Hastening the Movement First, in 1902 the Elementary Department of the International Sunday School Association prepared and issued a leaflet containing an outline of Graded Supplemental Lessons for the Beginners', Primary, and Junior departments. The use of these supplemental lessons in conjunction with the uniform lessons created a widespread longing on the part of elementary teachers to have all the material for instruction graded. Second, Mr. William N. Hartshorne, at that time chairman of the International Executive Committee, called a conference made up of representatives from the publishing houses of the denominations, the editors of the periodicals issued, and the writers of lesson helps. After a full discussion of the whole subject of graded instruction, the following resolution was adopted unanimously: "That the need for a graded system of lessons is expressed by so many Sunday schools and workers that it should be adequately met by the International Sunday School Association, and that the Lesson Committee should be instructed by the next International Convention, to be held at Louisville, Ky., June 18-23, 1908, to continue the preparation of a thoroughly graded course covering the entire range of the Sunday school." This action opened the way for the third great step in the progress toward graded instruction in the Sunday

school, for at Louisville the Lesson Committee, in its report to the Convention, presented a resolution asking that they be authorized to issue a series of graded lessons covering the entire curriculum of the school. This was a sweeping victory for those who stood for the principle of systematic graded instruction, and who believed that the Sunday school to be ideal must meet the needs of every pupil in each stage of his development. It was more than those of greatest faith had dared hope at the beginning of the triennium, for at Toronto the leaders in the elementary field felt that if at Louisville a grant could be secured for a course of primary lessons, that was as much as could be expected. The fourth fact which hastened materially the advent of the graded lessons is that for more than two years previous to 1908 a number of people had been working together, preparing a course of lessons for the elementary grades. The Lesson Committee had been in correspondence with them, the lesson outlines, as prepared, had been placed at the disposal of the Lesson Committee, they had appointed a sub-committee to examine the lessons carefully and secure expert criticism from many sources. On January 15, 1909, the first year of the Beginners', Primary, and Junior series with suggested outlines for the other years were issued. Since that time the Intermediate and Senior Lesson courses have been outlined and issued, and Adult courses are now under consideration. The International Graded Lessons are

made up of a series of courses. To understand their purpose as a whole, and how they meet the developing spiritual needs of the pupils, one must become familiar with the purpose of the entire course, the aims of each of the series, and the materials through which these aims are to be realized.

The purpose of the graded lessons is to meet the spiritual needs of the pupil at each stage of his development. The spiritual needs, broadly stated, are these:

**Analysis of the
Course**

1. To know God as he has revealed himself to us in his Word, in nature, in the heart of man and in Christ.
2. To exercise toward God, the Father, and his Son, Jesus Christ our Lord and Saviour, trust, obedience, and worship.
3. To know and do our duty to others.
4. To know and do our duty to ourselves.

Lessons are provided for fifty-two weeks in each year, and are planned to begin the first Sunday in October. Although they are not dated, the best results are obtained when the lessons are used at the time in the year for which they were prepared.

For the little children of the Beginners' department the stories are very simple, and are frequently repeated. They are arranged under themes, such as: The Heavenly Father's Care, Thanksgiving for Care, Thanksgiving for God's Best Gift, Love Shown Through Care,

The Loving Care of Jesus. It is easy to see how these themes are related in thought, and follow one another in such a way as to meet the natural developing need of the child. The folder that is given to the child has the story which the mother reads to him after the lesson has been taught.

In the Primary series, as in the Beginners', neither chronological nor historical order has been observed; as has been said, the lessons are arranged in groups under successive themes. Each theme is related to that which precedes as well as to that which follows it, and bears a close relation to the aim of the lessons for the year. The aim of each year is also related to the aim of the lessons of the preceding year and to the aims of those which follow. Each year's lessons are an advance in grade over the year which precedes, not so much in the nature of the material as in the truths which the lessons teach, and in the interests, knowledge, and experiences of the pupils to which the appeal is made.

The aim of the Beginners' series is:

To lead the little child to the Father, by helping him:

1. To know God the heavenly Father, who loves him, provides for, and protects him.
2. To know Jesus the Son of God, who became a little child, who went about doing good, and who is the friend and Saviour of little children.
3. To know about the heavenly home.
4. To distinguish between right and wrong.

5. To show his love for God by working with him and for others.

The aim of the Primary series is:

To lead the child to know the heavenly Father, and to inspire within him a desire to live as God's child:

1. To show forth God's power, love, and care, and to awaken within the child responsive love, trust, and obedience.

2. To build upon the teachings of the first year (1) by showing ways in which children may express their love, trust, and obedience; (2) by showing Jesus the Saviour, in his love and work for men; and (3) by showing how helpers of Jesus and others learn to do God's will.

3. To build upon the work of the first and second years by telling (1) about people who chose to do God's will; (2) how Jesus, by his life and words, death and resurrection, revealed the Father's love and will for us; (3) such stories as will make a strong appeal to the child and arouse within him a desire to choose and do that which God requires of him.

A careful reading of the aims for these five years of the course makes it evident that the course, as a whole, is progressive. Where the same truths are taught, or the same stories told, they are approached each time on a higher plane, and the truth presented is a broader one as the child develops in understanding.

When the child is nine years old he has reached the reading age, and it is at this time that the primary child becomes a junior. The course here is no longer

topical. The lessons are not grouped by themes, but are taken in chronological order, as it is at about this time that the historical sense begins to develop.

Instead of a folder given to the child each week, a book is now provided, which is used in the home as a guide in Bible study. With this book is furnished a picture sheet, and the child is expected to cut out the pictures, paste them where they belong in the book, and do whatever writing is called for.

The aim of the Junior series is, "To lead the child to become a doer of the Word, and to bring him into conscious relations with the Lord Jesus Christ as his Saviour." The aims for the four years are:

1. To awaken an interest in the Bible, and love for it; to deepen the impulse to choose and to do the right.
2. To present the ideal of moral heroism; to reveal the power and majesty of Jesus Christ, and to show his followers going forth in his strength to do his work.
3. To deepen the sense of responsibility for right choices; to show the consequences of right and wrong choices; to strengthen love of the right and hatred of the wrong.
4. To present Jesus as our example and Saviour; to lead the pupil to appreciate his opportunities for service, and to give him a vision of what it means to be a Christian.

In the Intermediate period the method of treatment changes completely. All through the preceding nine

years the story has been the medium through which the truth has been presented to the child. At the age of thirteen, however, the interest centers in biography rather than story, so for the first two years the studies are biographical, and cover many characters taken from the Old and New Testament, as well as the lives of missionaries and reformers of modern times. In the third year for nine months the Life of Christ is studied, the one great biography of the New Testament. The fourth year is devoted to Studies in Christian Living, The Text Book, Some Fundamental Principles, and The Organization of the Christian Life.

The aim of the Intermediate series is:

To lead to the practical recognition of the duty and responsibility of personal Christian living, and to organize the conflicting impulses of life so as to develop habits of Christian service.

The specific aims for the four years are:

1. To present the ideals of heroic living, as exemplified by leaders of Israel who were inspired by faith in Jehovah, and by North American leaders of like faith.
2. To present the ideals of the Christian life, as exemplified by leaders whom Jesus inspired in his own and succeeding ages.
3. (a) To set before the pupil, through a biographical study of Jesus Christ, the highest possible ideals of Christian living in aspects and forms to which the impulses of his own nature may be expected to

respond; (b) to lead the pupil to accept Jesus as his personal Saviour and the Master of his life; (c) in one of the alternate courses for the fourth quarter, to reenforce the call to follow Jesus by presenting as an example the life of a character in modern days who forsook all and followed him.

4. To strengthen and encourage those young people who have decided to live the Christian life, and to help others to accept Jesus as their personal Saviour.

The Senior series, intended for young men and women in the years 17-20, seeks to furnish inspiration and guidance in the vital problems of life. The lessons for the first year, through an intensely practical study on "The World as a Field for Christian Service," endeavor to aid the students in adjusting themselves to their life work. The second year is devoted to a survey of Old Testament history, that the student may be brought to a new realization of the presence of God in all human history. The third year's lessons continue the study of the development of religion through a survey of New Testament history, while the fourth year traces the history of the Christian Church from apostolic times to the present day.

The aims for the Senior lessons are these:

To lead the pupil to see life in proper perspective from the Christian point of view, and to aid him in finding his place and part in the world's work. To lead the pupil, through frank conference on himself, his limitations and his relations to the Kingdom of God, to a realization of the claims of Christ as Saviour

and Lord, and of his service as the true basis of successful living.

To awaken in young men and women a permanent interest in the development of religion as reflected in the history and literature of the Hebrew people.

To relate the studies of this year to the personal religious life of the individual student,—

(a) By reenforcing his sense of the presence of God in human history; (b) by emphasizing the ethical and social character of religion; (c) by inspiring him with the sense of his personal responsibility to know and to share God's purpose for the world.

To awaken in young people an abiding interest in the New Testament, an appreciation of its fundamental importance to the Christian faith, and a realization of its practical value to them as a guide in Christian conduct.

Note.—This aim is sought through a study of (a) the historical background of Christianity; (b) the organization and expansion of the Christian Church; (c) the growth and forms of early Christian literature as contained in the New Testament; and (d) early Christian institutions which have contributed material elements to our own modern church life.

In the treatment of the several books of the New Testament, as they are reached in the course of these studies, the primary purpose is to indicate the place which each occupied in that developing literature of Christianity out of which the New Testament canon was later formed, and to point out its characteristic contribution to the religious life of the early Christians.

An exhaustive study of any New Testament book is not proposed, nor a complete survey of the history of

New Testament times. Materials for a general outline of Christian progress during the first century are, however, given; and the book-studies are intended to be mainly upon the Bible text itself, with a minimum of commentary and lesson writing.

As in the earlier courses, the spiritual needs and dominant interests of the pupil have guided the selection, arrangement, and entitling of the lessons. Through these studies, it is believed, the student will come to appreciate the timeliness and vitality of the New Testament writings for the age in which they were produced, and at the same time will find in them the solution for the problems of his own life.

To show the gradual transformation of the world through the progress of the gospel; to interpret Christian history as the unfolding and outworking of the spirit of Christ; to acquaint the student with the religious heritage of Christendom; to relate him to the modern world-movements of Christian evangelism, brotherhood, and social service.

Thus the several series progress from the simplest stories to biography and on to history, at each stage adapted to the present needs of the pupil and ministering to the culture of his religious life.

A study of the aims alone will show that these lessons are progressive. They start with the simplest foundation truths, and proceed logically, each series taking advanced steps which are built upon what has preceded. They are closely graded. Above the Beginners' there is a differ-

Progressive

ence not simply between one period and another, but between each year and those that precede and follow. It is easy to see that this kind of grading is necessary when one considers how rapidly the children advance in knowledge and experience as soon as they begin to attend school in the regular grades. There are many ways in which children six, seven, and eight are alike, and this makes it possible to group them into a department for their general exercises, with benefit to all. But anyone who has been closely associated with children of this age knows that there is a great difference in ability to do and understand between the normal child of six and the one eight years old; and a much greater diversity is seen between a child of nine and his twelve-year-old brother or sister. It is these differences that would make it impossible to have a truly graded course if it were made for periods of growth rather than years—that is, one lesson for the primary department and another for the junior, to be taught to all the pupils in the department at the same time.

The lessons are pedagogical, because they are based upon the principles which must underlie all teaching, if the highest results are to be secured

Pedagogical from the instruction given. "Christian education consists in so presenting Christ to immature souls that they shall be by him enlightened, inspired, and fed according to their gradually increasing capacity,

and thus made to grow continuously within the Lord's house."*

One important fact about these lessons is that they are permanent. (See Chapters XIV and XV.) Under this system everyone interested in the religious education of the child may know just what will be taught to him in each year of his Sunday school life. Each department superintendent and teacher may know what information has been given, what truths inculcated in the preceding years, and may also understand for what studies the work he is doing is a preparation.

The course is biblical in the highest sense of that word. The Bible is the basis of the course throughout, and when such lessons as the nature lessons and those telling of the work of modern missionaries, the heroes of the Maccabæan age, the lives of reformers who have helped to establish God's kingdom in the world, and facts concerning the growth of the temperance cause are introduced, it is simply that the truths of the Bible may be brought home to the pupils with greater force, and made real in their lives. It is not the amount of information which a pupil has concerning the Bible, or the number of texts or chapters that he can recite, that is the really vital thing. The question is, What has he done with

* George Albert Coe.

what he knows? What does it mean to him practically? There is abundant testimony, even thus early in the use of the graded lessons, that the nature, missionary, and temperance lessons have wrought the deepest truths of Holy Writ into the lives of many pupils more effectively than could be brought to pass in any other way. The lessons are biblical, not because all the material used is taken from the Bible, but because everything that is taught centers in, makes plain, and leads to the Word of God.

Above all else, the graded lessons are evangelistic. The sole purpose of these lessons is to meet the spiritual needs of the pupils. From the beginning this great purpose is kept in view. **Evangelistic** Provision has been made for meeting the spiritual crises that occur normally in every life, and from all parts of the country we are hearing reports of children who by the scores and hundreds are coming into the church as the result of the teaching of these lessons, which have been selected with the definite purpose of bringing the pupils into personal relations with Christ as their Saviour.

CHAPTER III

WHY GRADING AND GRADED LESSONS ARE NECESSARY

CHILD psychology has revealed the developmental quality and nature of the human mind, and has made manifest that there are distinct periods of life that demand a specific material of instruction that tends to satisfy the natural desires of such a period, through which satisfaction the growing soul expands into those interests and needs that characterize the next higher period of development.

JACOB RICHARD STREET.

Religious instruction, if it is to be effective, must recognize certain nascent stages in religious development, and must make use of the special opportunities which they afford.

EDWARD PORTER ST. JOHN.

CHAPTER III

WHY GRADING AND GRADED LESSONS ARE NECESSARY

When the Sunday school first became established as an organization, the fact was clearly seen that the youngest children, the so-called "infant class," must be separated from the others, and provided with a teacher who remained in that grade. If a separate room was available it was given to this class. It will be seen from this that the principles which underlie grading have for years been recognized in relation to that part of the school where the necessity for making some special provision to meet the needs was most apparent. The leaders of the early days saw grading "through a glass darkly," for frequently the infant class had in it children all the way from those who would now be enrolled on the Cradle Roll to those who would today be engaged in Intermediate biographical studies. It is something, however, that the principle was recognized at all, and the fact that the infant class teacher stayed in that position has helped more than any other one thing to advance the cause of graded instruction in the Sunday schools. This teacher for a long time was the only one who taught the same grade of children year after year and so was able to learn how to do

better work for pupils of a specific age. She was able to consult with other teachers of little children, and this accounts for the fact that Primary Unions sprang into existence, and later that Schools of Method became a possibility.

In every human life there are several strongly marked periods of development. But while passing through these longer periods, the individual experiences profound changes. Instincts are not all present at the time of birth. They appear at various subsequent times according to one's growth and development. An experience may come to a boy or a girl in one day which will immediately awaken an instinct that never before had manifested itself in that life. A boy visits a factory. What he sees and does in that one visit awakens an instinct for constructiveness and mechanical activity which he has never before realized. From that day on his life is different. The newly awakened instinct makes new demands. It gives rise to a whole new group of interests. The boy does not care any longer for the things that used to occupy his attention. He demands a new kind of ideas. He wants to subscribe to a new magazine that is different from the one that he had been taking.

So it is with the appearance of spiritual needs. It is not impossible for a pupil to have an experience in one day that makes it necessary to give him, on the fol-

lowing Sunday, a kind of lesson that is different from that which was suited to his needs on the previous Sun-

The Need of Closely Graded Lessons day. All spiritual needs do not develop as suddenly as that. But this is true— that not a year goes by in the lives of

the pupils without bringing profound changes. Lessons that are carefully suited to the needs of a pupil during one year will not meet his needs the following year. Lessons that are closely graded, that is, graded by years, may not be accurately adapted to the needs of a class, but because of the practical difficulties it is impossible to grade them more closely. In the matter of adaptation, much is still left for the teacher to do.

For the purpose in mind in writing this manual, it seems best in presenting these needs to group them

The Broader Grouping according to the years included in the different departments in the Sunday school. Those who are responsible for

the supervision of the educational work of the Church will find it desirable to gain a clear conception of the general characteristics of the pupils in the broad stages of their development.

The first period with which the Sunday school in its teaching work has to deal is that of early childhood.

Early Childhood Children of four and five, the Beginners, are in this period. One characteristic of this age is rapid physical growth. Energy which must be expended in physical

activity is constantly being generated within these children. Activity is the law of their being. If they were not physically active they could not grow physically, they could not gain knowledge, their life would be limited. Children four and five years old are growing rapidly mentally, and gaining knowledge by way of the senses. It is by what they see and hear and feel, by what they experience, and, in large measure, by what they do, that they acquire knowledge. Fortunately, children are both curious and imitative, and both curiosity and imitation may be utilized to give them new experiences and opportunities for action.

The knowledge and capabilities of Beginners are limited. Their vocabulary is small, their power of sustained attention is weak, and yet their needs are imperative. They have a religious life of their own, but this life needs to be ministered unto and directed if it is to develop into that which is normal for them as young children. It is ministered unto only as the children are taught truths they can understand and upon which they can act in the present time.

It is evident that these little children must be separated from all older pupils if their needs are to be met. They must be given opportunity to move about without disturbing others. Only when they are in a class by themselves can both matter and method be adapted to their

Limitations

**Separation
Necessary**

understanding and interest. In Chapter VII, which deals with the Beginners' department, suggestions are given concerning ways in which the religious life of the child may be nurtured and developed.

Middle childhood is the next period or stage of development. It is that of children six, seven, and eight years old. These children have most, if not all, of the characteristics of the former period. They are interested primarily in themselves and their possessions. They have greater strength and skill, and new interests. They have entered school. This means that they have a rapidly widening circle of interests and experiences, a constantly increasing knowledge and ability to understand and act, and more definite responsibilities. In other words, children of middle childhood are living in a larger world, have "new light upon everything that presents itself," and needs that are peculiarly their own.

For purposes of organization and administration, children of six, seven, and eight are grouped together in the Sunday school, but it must be remembered that these children differ quite materially from year to year. The needs of these children can be met in the best way only through lessons chosen specially for them year by year. The truths presented in the lessons must be such that they can really understand them in part and use them in their everyday lives. There is likewise

need that they perform such religious acts as are essential to their normal religious development.

The organization of the Primary department, and the ways in which the lessons are so selected and presented as to meet the needs of the children six, seven, and eight years old, are discussed in Chapter VIII.

In the next departmental division, the Junior, are included children who are in the period of later childhood. The years from nine to twelve are of great importance in the mental, moral, and spiritual life of the child, because during these years so many habits are formed and fixed. The memory is both strong and retentive. The child has gained the power to read, and has entered upon the last period in which the story makes its strongest appeal. Here the feeling of personal independence asserts itself, and the desire for companionship with a limited group outside of the home circle becomes strong.

The lessons given these children must be in the story form, and so planned as to arouse an interest in and love for the Bible. The pupils should find in the Sunday school a place where they will be helped to form habits of prompt obedience, punctuality, reverence, and industry. Through the program, as well as through the lessons, it should be made possible for them to learn much Scripture and many church hymns, both being chosen to meet their present needs and awaken a love for the highest and best. If these things

are to be done in the best way, the Juniors must have a separate room in order that they may have a program of their own, and such simple class organization as will make possible the rudiments of self-government. The reasons why the separation of this department from the rest of the school is considered necessary for the best results, and the lessons in outline, are discussed in Chapter IX.

The next group includes the years from thirteen to about sixteen, the Intermediate department. These years are crucial years in the life of the individual. It is a period of rapid growth and of distinct change. The whole life is expanding. It is the period of self-discovery and adjustment. The youth is conscious of a new sense of power and he is eager to do real things. He is less an imitator and becomes self-reliant and self-assertive. Self-consciousness leads some into revolt against authority and others into sensitiveness and reticence. Social instincts mature rapidly and the sense of independence is tempered by a new sense of dependence. Group ethics and group standards dominate. Mental powers broaden. The power to reason dawns and the youth seeks a rational basis for life's activities and duties. There is intense emotional activity. Ideals are concrete and take the form of ambition rather than of aspiration. There is an intense interest in the biographies of great characters. It is a

Early

Adolescence

period of hero worship. Passionate idealism may be expected and often the great choices and decisions of life are made toward the end of this period. Frequently decisive spiritual awakenings occur at the beginning and the end of these years. Now, if ever, the youth must be helped to develop the power to act independently on moral questions. Supremely, the teaching must be such as to bring the pupil to definite decision to accept Jesus Christ as his model and his Master. The proper educational material is universally conceded to be biographical studies culminating in studies in the life of our Lord.

This grouping covers the ages from about seventeen to twenty, the Senior department. It is the age of sentiment and romance, of increased emotional capacity, of enthusiasm and aspiration. The reason becomes subjective and analytic. There is respect for law. Right is respected for right's sake. Individuality is strongly marked and there is a marked independence of opinion and belief. The assertive tendency leads to great peril, but it also offers the opportunity to develop moral strength. The deepened social sense is a balancing force and leads to church and community activities and service to others. The educational material consists of teachings of the Bible, social ethics, biblical history and literature.

Before it is possible to achieve the highest success

in using the graded lessons, it is necessary for the teachers and officers to be able to see the whole work of the Sunday school from the point of view of the pupil. This is especially true of the teachers. Hence the value of teacher training. If plans for this work have not already been started, it would be well to begin a teacher training class as soon as possible. In the equipment of a teacher, nothing can take the place of a good practical course in child psychology. Where it is impossible to conduct a teacher training class, teachers should be urged to take the splendid correspondence courses now available.



CHAPTER IV

PREPARING TO INTRODUCE THE
LESSONS

IN proportion to the good that may come from the work is the severity of its demand in preparation. The teacher should have a complete logical organization of the material in the background of his own consciousness. He must not only know what he may hope to accomplish, but must have a clear conception of the method by which he should set about it. He must see intelligently the great ends of human conduct, the paths by which those ends may be attained, and the laws that condition us in following the paths.

EDWARD HOWARD GRIGGS.

CHAPTER IV

PREPARING TO INTRODUCE THE LESSONS

It must be remembered that some of our very best workers are conservative in religious matters. Because of their intense loyalty and devotion, it is hard for them to make changes. **Why Proceed Carefully and Patiently?** In their thought and prayer, the Bible has been the rightful center of interest in the Sunday school. Unfounded rumors to the effect that the new system of lessons is not as biblical as the old, may have reached them. It may be that with their present knowledge, to give assent to the introduction of the new system would seem to them like a lessening of their devotion to the Word of God. Nothing is to be gained by trying to force such people to act against their religious convictions. But if they are open-minded, all that they need is an opportunity to find out the facts. The superintendent can afford to proceed carefully and patiently. Before it is possible to have new loyalty and devotion there must be new information. It takes time to give this new information and to give the new loyalty a chance to develop.

Many superintendents have thought it necessary to

defer the introduction of the lessons until some expert could be secured to tell those responsible for making the new plans just how to do the work. This may be a short cut, but it is not by any means the best method for the ultimate good of the school. When information is poured over any body of people a great deal more runs off than is absorbed; that which is sought for and worked over by the people for themselves is of permanent value. The ideal way is for the superintendent first to inform himself concerning the graded courses and suggested plans for their adoption. Then he should study the conditions in his own school in the light of what is required for the successful use of the graded lessons. After this he should find out how to make the necessary changes with the least degree of friction.

In Appendix A will be found a general chart in which are given the purpose of the graded lessons as a whole, the aims for each period and also for each year, and an outline of the material through the use of which the aim is to be realized. This furnishes an illuminating summary of the entire course, and should be made the first subject of study. In the prospectuses of the different series more detailed information is given concerning the way in which the lessons are worked out for the different grades. These enable one to see at a glance the widely varying methods used to meet the needs of the growing individual in the successive stages of his development.

Such a study as this would give a good working knowledge of the course in general. If in addition to this the superintendent can take time to make a rapid survey of the textbooks themselves, both those furnished for the teacher and the folders and books prepared for the pupils, he will be amply repaid for the effort in the additional amount of information gained.

The first task is to create sentiment in favor of the new system and of the necessary organization. The efficiency of the public schools corresponds to and rests directly upon public opinion. Popular ideals of education, crystallized into laws and customs, are responsible for the splendid advancement that has been made in the general field of education. The condition of the Sunday school reflects the popular sentiment in the church concerning the importance of religious education. To improve these conditions, the first task is to transform and elevate that sentiment. Then comes the much easier task of crystallizing that sentiment into a transformed school.

This manual and those provided for the guidance of the different department superintendents contain explicit information concerning the kind and amount of organization necessary in small, medium-sized, and large schools in order to make it possible to use the graded lessons in the best way and get the highest results from them. Every

The First Task

Organization

school has its own peculiar conditions and individual problems, in addition to those which are common to all schools. For this reason it is impossible in any general treatise to cover every case or suggest a remedy for every difficulty; but every suggestion that is made for the reorganization of the school is based upon some underlying principle. The superintendent who gets a knowledge of these principles will be better able to work out the solution of his own peculiar difficulties.

In some schools it is found desirable to divide the work. A general superintendent is made responsible for the administration and worship of the school and an associate superintendent takes the position of supervisor of graded instruction. In a large school there is plenty of work for both to do. Whatever plan is followed, the general superintendent will wish to have very definite knowledge of the course of study and the necessary plans for the organization of the school in which he is the executive officer.

If the teachers in the school are not already sympathetic toward graded lessons, the first thing necessary is to secure their interest and appreciation. It would be much better to postpone the introduction of the lessons for a time than to omit this step in the process of preparation. In the last analysis the teacher is the key to the whole Sunday school situation. No school can reach any higher point in its work of instruction than

**Cooperation of
Teachers**

the average grade of its teaching force. Every one knows that a teacher cannot teach what he does not know. It is not so well understood that he never will teach successfully what he does not love and that, therefore, something more than mere knowledge is required. The teacher must know something about graded lessons if he is to teach them, he must also be in sympathy with graded lessons, and it is most desirable that he should be not simply well disposed toward the lessons, but enthusiastic about them. This is not solely because he will do better work as a teacher, but because the children whom he teaches will reflect his spirit. If he is inwardly indifferent or antagonistic, they will assume the same attitude even though they never hear a word spoken in disparagement.

It is comparatively easy for a superintendent to influence his fellow-officers when any new plan of work is to be inaugurated. It is quite another matter to bring it to pass that the whole body of teachers shall see eye to eye. The difficulty of the task does not make it less but rather more important that it shall be accomplished. The best method of conducting a campaign of information and stimulation among the teaching force will depend entirely upon the conditions in the individual school. In many places where teachers and department leaders have attended summer schools and institutes they will be ready to welcome the graded lessons eagerly. If they have not had such opportunities for learning of the advantages of a graded

system, the best plan would be for the superintendent to have a conference first with all the other officers and heads of the various departments. If the school is not graded at all, the teachers who are best fitted in the estimation of the superintendent to take such positions should be called together. After a full explanation of what is being planned for the school and a free and informal conference, a leader should be appointed for each department and supplied with a prospectus for each of the several series.*

After the leaders have informed themselves concerning the general and specific organization that will be needed, a conference should be called of all the teaching force in order that they may plan with the officers for whatever readjustment is required. In this conference the following subjects are among those that will naturally come up for discussion:

What amount of reorganization is necessary in order to have our school properly graded? How shall we do the necessary regrading? (See Chapter V for different plans and Chart 3 in the Appendix.) How can we have our teachers' meetings where many different lessons are being taught? What will be the cost of the lessons compared with those we have been using? (See Chapter XV and Chart 4 in the Appendix.) How shall we secure substitute teachers?

After the teachers and officers have had plenty of

*Sent free upon application to the Publishers of this book.

time and opportunity to consider the new plan, an announcement should be made to the pupils, not in any uncertain way, as if asking their permission to do this thing, but with the aim to awaken their interest in the new plan and to arouse a feeling of pride in their school, which will make them rejoice that the work is to be put upon a higher plane. Everything that can be done to stimulate loyalty to the school will be a help when it becomes necessary to disturb existing class relations in order that the school may be graded upon such lines as will make graded teaching possible.

It must be remembered that the Graded Lessons are planned to meet the spiritual needs of individual pupils in each stage of their development, and because of this they can be used in the small school as successfully as in the large school. The smaller the numbers the more simple will be the necessary organization. But even though the school is small, it will almost always have in it some pupils in each of the broad stages of development. It must be remembered that each pupil in a small school has the same needs as one who attends a large school, and that he has an equal right to have those needs met.

In the Appendix will be found two charts, Nos. 1 and 2, which will show how all the pupils can be

taught the full graded course, even when there are but six or seven teachers in the school.

Of course what is said above regarding the necessity for securing the cooperation of the teachers and pupils and for having teachers, officers, and leaders of groups understand the course as a whole applies to the small as well as to the large school.

CHAPTER V

THE ORGANIZATION NECESSARY
FOR TEACHING

ORGANIZATION is a means and not an end. As a principle, the fewest possible parts, combining the utmost simplicity of construction and action, mark a machine as the best of its class.

The true ideal of membership in the Bible school includes not simply children, but all varieties of age and intelligence. It follows that organization must be adapted, not by striking an average, but by due reference to all component parts.

C. R. BLACKALL.

CHAPTER V

THE ORGANIZATION NECESSARY FOR TEACHING

The school which is graded on the general lines outlined in the preceding chapters will find itself in the most advantageous position for the accomplishment of its work. These periods of development have not been devised by faddists in education. They have been placed in the nature of the individual by the Creator himself, and it is self-evident that better results must be accomplished by those who work in cooperation with God's laws, than by those who ignore them.

Separation Into Departments

The first requisite, therefore, is to divide the school into departments, placing the children four and five years of age in the Beginners', those six to eight in the Primary, those nine to twelve in the Junior, those thirteen to sixteen in the Intermediate, those seventeen to twenty in the Senior, and all over twenty in the Adult department. In order that the successful use of the graded lessons may be maintained, provision must be made for a teacher-training department where young people may be so instructed that they will be able in time to assume responsibility in some one of the grades.

Some schools have graded their pupils upon day-

school lines, putting all children below the first grade primary into the Beginners' department, classifying the first, second, and the third grades as Primary, grades four to seven as Junior, and so on. This has the advantage of being easy and thoroughly understood by the children who are accustomed to that method. Above the Primary it is not ideal, however, for the reason that we are not teaching the same branches as those taught in the day school. We should take some note of the child's knowledge of the Bible, and also of his age. All things considered, the most satisfactory plan and the one that causes less friction than any other is to grade the pupils by age, as the periods are outlined in Appendix A, making an exception when necessary in the case of an unusually bright or deficient child.

In a hitherto ungraded school, the moment it is attempted to make divisions, even on broad departmental lines, difficulties will be encountered.

Some Practical Difficulties The proposed changes will require a division of some of the classes as they now exist. It is evident that the differences described in the preceding chapter between children in successive periods of their growth have always existed. They should always have been taken into account in the arrangement of Sunday school classes, especially at the crossing of departmental lines. But the necessity for this is not so apparent when a uniform system of lessons is in use. When the same subject matter is

studied by every class, pupils bringing in friends to become members of the school can see no reason why they should not be enrolled in the same class with themselves, and so make that demand. Indeed, many of the proposed new members state emphatically that if they cannot be allowed to go into the class with their friends they will not enter the school at all. In thousands of schools it has been the custom to accede to such demands as these without regard to the comparative age of the pupil proposed for membership in any given class.

Many teachers, also, have built up and kept their classes on lines of their own personal preferences and those of the members of the class, regardless of age or any other line of grading. In some schools even the transfers from department to department have not been made by the officers of the school in every case, for individuals have been transferred to a higher class or department at any time during the year when a pupil threatened to leave if it was not done or his parents demanded such a change.

The moment a graded course of study is adopted, that which was always true, but was not realized, becomes evident to all who understand the conditions that are necessary to make any progressive course of study effective. But it will be found that not all teachers will be able to understand why any closer grading is necessary now than was thought by them to be necessary before. With their thought fixed on the

enjoyment that they have had in teaching a selected group and keeping that group through several years, they will not be able to welcome the thought of suffering any break in that class relation.

Many Sunday school workers have believed that it is a grave mistake to break in upon this relation between the class teacher and a certain group of pupils, since so much good has been accomplished through the affection existing between teacher and pupil in times past. It is true that a great deal of good has been accomplished by the highest type of teacher under the old plan of wedding a teacher and the class when the children left the Primary department, and giving that teacher a perpetual franchise with that particular class. But what of the classes that have been wedded to poor teachers? The members of those classes are undoubtedly among the three fifths that the Sunday school has lost of those committed to its care. The highest type of teacher will do the best things for the pupils, wherever he may work or under whatever conditions the work must be done, and the school will get the best results for the pupils as a whole by distributing the influence of the best teachers so that it will be felt by the whole body of pupils.

In schools where the rule is enforced which provides that the teachers shall remain in the grade and the pupils pass on each year, the teacher is just as much

beloved by the pupils. There is then no opportunity for that selfish attachment which so often springs up under the other plan. It ought to be possible for the teacher to think of the work with pleasure apart from any one group of pupils. Clannishness, which causes the members of the class to resent having any one added to their number who is not socially agreeable, is thus avoided.

The school government must center in its executive officers. If the school is to do anything worth while, its officers cannot delegate their administrative power to teachers, or pupils, or parents. There must be rules and these must be impartially applied to all pupils and all teachers alike, except when the reasons for making an exception can be so explained as to be perfectly clear to all concerned.

There are at least three different ways in which the grading of a school may be accomplished. A method which has been used by several schools with success and ultimate satisfaction is by dissolving the school into its original elements of pupils and teachers, obliterating for the time all class and department lines. Ignoring all former groupings, a committee appointed for the purpose divides the pupils first into departments and then into classes representing grades within a department, and then assigns the teachers to these newly formed groups. In one large school where this method

Grading the School

was used, all but three of the teachers agreed to the plan when it was proposed. These three left the school, taking their classes with them; but in less than three months all but three of the pupils and one of the teachers were back in the school and happy in their work. This is a drastic plan, and it would probably be the exceptional school in which it could be worked successfully; but where it can be done it is ideal because of the fact that the best conditions for work are brought into being at once. Since all are treated alike there is no room for complaint that partiality has been shown, and the school is fairly startled into a realization that some new and important work is to be undertaken.

Another plan is to rearrange those classes of the school in which the grading is most glaringly wrong, especially where pupils who should be in two different departments are now grouped in one class. After that is done the children of the Beginners' and Primary departments are carefully graded, the former into one group and the latter into at least three groups representing the years six, seven, and eight. All other grading under this plan is left to be accomplished by the promotions from the Primary. As the successive classes come into the Junior department that department will, in four years, become a graded department, but in the meantime it will be sending ungraded classes into the Intermediate department, and those ungraded classes will not enjoy or get the greatest good from the

lessons. A teacher recently reported in an institute that she could not interest her boys in the graded lessons, "that is," she said, "only two take any real interest." On inquiry it was found that she was teaching fourth year Junior lessons to a class made up of boys whose ages ranged from nine to twelve. Naturally the only ones who were interested were the twelve-year-old boys.

A third plan, and undoubtedly the best if the first is not feasible, is to grade the elementary departments, leaving the Intermediate and Senior to become graded by the accession of graded classes from the Junior department.

In every school that plan should be adopted which will secure the best conditions for doing graded work in the quickest possible time, without alienating the interest or lessening the loyalty of pupils and teachers in the school.

Grading is as necessary in a small as in a large school, and in kind it will be the same as that in a large school. The only difference is that in a large school there will be many classes in a department, and in a small school there may be only one or two classes. If, however the Beginners are in a group by themselves, the Primary children in another, the Junior children grouped together, understood to be Juniors and treated as such, and if the same is true of the Intermediates, the school is graded

Small Schools

and good work can be done. In the chapters which treat in detail of the organization of each of the departments will be found suggestions for the use of the lessons in schools which are too small to have all of the grades for which the graded system furnishes lessons. (See also Charts 1 and 2 in the Appendix.)

Each department should have a superintendent who may also be a class teacher if necessary. This is essential, for in a closely graded system like this all the teachers must work together understandingly, and plan together for the social and other week-day activities, exhibits of handwork, incentives, etc. It should be understood from the beginning that the corps of teachers selected for any department will remain in the department, as a rule, and preferably in one grade in the department, in order that they may as rapidly as possible become familiar with the material and with the characteristics of the children they are to teach.

CHAPTER VI
THE CRADLE ROLL

A CHILD is a living soul, from the very first; not a mere animal force, but a person, open to God on one side by his heart, which appreciates love, and on the other side to be opened to nature, by the reaction upon his sensibility of those beauteous forms of things that are the analysis of God's creative wisdom; and which, therefore, give him a growing understanding, whereby his mere active force shall be elevated into a rational, productive will. For heart and will are, at first, blind to outward things and therefore inefficient, until the understanding shall be developed according to the order of nature.

ELIZABETH P. PEABODY.

CHAPTER VI

THE CRADLE ROLL*

No Sunday school has a complete organization which does not begin at the point where the life of the child begins, and through its Cradle Roll throw the protecting care of the Church over the little one during the years when he is too young to receive even the simplest instruction that the Church as such can give. It might, at first glance, seem to be a matter of very little moment to a child under four whether his name was enrolled on a Cradle Roll or not, but to thousands of such little ones it has meant all the difference between growing to maturity in an ungodly home and having their development guided by Christian parents.

In a church where the Cradle Roll had been in existence for twenty years, the superintendent of the Primary department, who also looked after the interests of the babies in the homes, went over the church list with her pastor to

Purpose

Results Noted

*The child under four is not a subject for instruction in the church at the present time, and the graded lessons of which this book treats are planned to begin when the child is four years old and has entered the Beginners' Department. The Cradle Roll, however, places the church in such close touch with the home that the parents may through it be prepared to sympathize in and cooperate with the plans for graded instruction which the little ones will later receive. The importance of securing such cooperation justifies the inclusion of a brief chapter upon this subject in this manual.

see how many families had come into the church as a result of securing for the Roll the names of the babies of people who had no church connection of any kind. It was found that fifty-five whole families had been brought into the church through this influence. This one instance could doubtless be multiplied again and again, for when the hand is laid in love and blessing upon the head of a little child the heart of the parents is touched more effectively than is possible in any other way. In trouble or sorrow, people without a church home turn instinctively to the church which has its baby's name upon the Cradle Roll, and in this way opportunities are given for leading the parents into a better life. No one can estimate the good that has been accomplished through this sweetest of ministries to the little ones.

The starting of a Cradle Roll is an easy matter. The first step is to secure some one who is by nature genial and tactful, to act as Cradle Roll superintendent. The supplies required are a small card catalogue in which the names of the babies can be kept by months, a card to be filled out by the parent, giving the birthday as well as the name and address of the child, a certificate to be given to the parents, and the birthday cards, all of which are listed in the appendix with their prices in catalogs of Sunday school supplies issued by the various denominations.

The superintendent should secure first the names of

all babies under four who are in the homes of church members. When this has been done the community should be canvassed in order to secure for the roll and so place under the care of some church, all the babies in homes which have no church connection. The birthdays are noted, preferably through a personal letter sent to the mother, in addition to the card sent to the child. When the fourth birthday is reached the birthday letter, written to the child, speaks of the delights of the Beginners' department, and tells him that his name has been transferred to the Beginners' Roll, as he is too old now for the Cradle Roll.

In small schools, and in any school where the Beginners' superintendent has the time for this work, she may superintend the Cradle Roll as well. As the roll is a direct feeder for that department, the Beginners' superintendent is the logical one to be placed in charge of the work if it is not possible to secure some one to devote herself exclusively to building up the Cradle Roll and be the Cradle Roll superintendent.

For children of the Cradle Roll, old enough to attend Sunday school, object lessons and special lessons of various kinds are being prepared. Mothers' Clubs, Mothers' organizations, and Study classes are multiplying in the Sunday schools with a view to meeting the needs of the youngest children through or by means of their parents. Where such organizations are at work, the

**Mothers'
Classes**

following are some of the books which have been found helpful:

A Study of Child Nature, by Elizabeth Harrison; Love and Law in Child Training, by Emilie Poulsson; Child Nature and Child Nurture, by Edward Porter St. John; Nursery Ethics, From the Child's Standpoint, The Children's Health, by Florence Hull Winterburn; As the Twig Is Bent, by Susan Chenery; Making the Best of Our Children, by Mary Wood-Allen; The Dawn of Character, by E. E. R. Mumford.

At about three years of age some children begin to be irregular attendants in the Beginners' department.

Cradle-Roll Their presence is one of the Beginners'
Children in the teachers' problems, for rarely are they
Sunday School able to follow the lesson teaching, or to sit through a class session without disturbing teacher and pupils. The fully equipped Beginners' department provides for the classification and teaching of these little ones until they are able, at about four years of age, to attend Sunday school regularly and to follow a story. At this age they become regular members of the Beginners' department and are taught the lessons of the Beginners' course.

CHAPTER VII
THE BEGINNERS' SERIES

THE series begins where the child's conscious thought always begins, with the parental idea, and presents God to the child-mind as the heavenly Father, and leads it to the conception of this divine Fatherhood through the simple and familiar relations of the child to its earthly parents. The very reading of the topics which are the subjects of the lessons in the course for Beginners is like sweet and simple music, and to any heart capable of appreciating the simplicities of truth it will indicate how natural and simple religion is as belonging to the very nature of the soul, entering into its most germinal development and working itself out in all the processes of growth.

JOHN T. MCFARLAND.

CHAPTER VII

THE BEGINNERS' SERIES

The first series of lessons in the International Graded Course is a two years' course provided for the

**A Two-Years'
Course**

Beginners. For each year fifty-two lessons are provided. The lessons have been selected for teaching to pupils four and five years old. (Pupils three years old and younger attending the Beginners' class or department are members of the Cradle Roll. In the Foreword of the Beginners' Teacher's Text Book, first year, Part I, suggestions are given for the classification and teaching of these pupils. See Foreword, "Cradle Roll Children.")

The fact that the Beginners' course is composed of first and second-year lessons does not mean that the second-year lessons are an advance in grade over the first-year lessons or are to be taught by grades. These lessons are intended to be used in rotation, that is, the first-year lessons are intended to be taught to all the pupils of the department one year, the second-year lessons the next year, the first-year lessons the following year, and so on. Any division into classes within a Beginners' department should be made only to gain better conditions for teaching. When such a division

is made the same story should be told in all the classes, that the circle talk, the story, and the songs may relate to the same thought or truth.

Four and five-year-old children are unlike in many particulars. This fact is unquestionable, but for practical reasons the two years of lessons of **A Decision** the present Beginners' course are on the **on Experience** same plane of thought.

The Beginners' lessons now in use were preceded by a two years' International Beginners' course that was graded. The first-year lessons were taught to four-year-old children and the second-year lessons to children five years of age. Four-year-old children are irregular in attendance. They lose many lessons during the year. It was found that the four-year-old children came up to the second-year lessons without having heard Bible stories they really needed. These stories were not repeated in the second-year course.

Children learn from other children. In the departments where the four and the five-year-old children were taught different lessons the four-year-olds did not make the rapid progress that they did in other Beginners' departments where all the children were taught the same lesson and heard it told and retold by teachers and companions. One Beginners' teacher, who is now using the present Beginners' lessons, tells of a little four-year-old girl who was intensely interested in the story of the lost sheep as it was retold by an older boy.

The next year when the story occurred again the little girl retold it, but not as she heard the teacher tell it. She retold it in the same words and with exactly the same manner as she had heard and seen in the child to whom she had listened the preceding year.

In the average Beginners' department the four and five-year-old children are together for the circle talk and the learning and singing of songs. In the department where two different lessons were taught each Sunday it was found that the circle talk, story and song work could not be made to present one and the same thought or truth because the lessons were dissimilar. Circle talk, story, and songs should present the same thought so far as is possible, for children of Beginners' age cannot follow different lines of thought. They cannot receive two or more lesson truths. One truth well taught is the better rule to follow in teaching Beginners' children.

The experience gained from grouping the Beginners' children into grades and teaching different lessons in each grade led to the conclusion that in the average Beginners' department it is advisable for the four and five-year-old children to be taught the same lesson. The lesson may be taught to all the pupils as one class or by class teachers to small groups of pupils. Four-year-old children may be taught in one class and five-year-old children in another. The methods used in teaching the lessons may differ, but that there is gain to the pupils when the four and five-year-old children

are taught the same lesson is the consensus of opinion of Beginners' teachers.

In introducing the Beginners' lessons in Beginners' departments that are newly formed or in substituting the lessons of this course for those of some other course it will be found more practical to begin with the first-year lessons. The reason is that the second-year textbooks have been prepared on the supposition that the lessons of the first year have been taught and frequent reference is made to first-year stories and to pictures and songs used in illustrating them. Pupils remaining in the department two years will complete the course, no matter which year of the lessons is being taught when they enter.

The lessons of each year are arranged in groups under successive themes, which are related in thought.

Construction and Materials These themes are so related in thought, and they so follow one another "as to meet the natural, developing needs of the child."

In selecting the material for these lessons, historical order has not been observed, but each lesson passage has been chosen for the truth it contains, and for the value of that truth in the spiritual nurture of the child.

Large use has been made of the method of repetition. Not only do children love the retelling of stories, but that process is essential for impressing truths upon

their minds. Hence, frequent opportunities are given for retelling stories.

The course includes a number of lessons called nature lessons, for the reason that the Bible verses given for the story material are best illustrated from nature. They teach God's love and protecting care and suggest ways of working with God in protecting and providing for plant, animal, and insect life.

The Bible verses for the children are simple statements of truth. The American Standard Bible is used throughout for these verses except where the word "Jehovah" is found in that version; in such cases the English Revised Version is used.

The aim for the Beginners' course is:

To lead the little child to the Father by helping him:

- | | |
|-----|---|
| Aim | <ol style="list-style-type: none"> 1. To know God, the heavenly Father, who loves him, provides for and protects him. 2. To know Jesus, the Son of God, who became a little child, who went about doing good, and who is the friend and Saviour of little children. 3. To know about the heavenly home. 4. To distinguish between right and wrong. 5. To show his love for God by working with him and for others. |
|-----|---|

Teacher's and Pupil's Equipment	<p>The equipment for teaching, in both the first and second years of the course, consists of a textbook for the teacher, a set of large pictures for her use in the class with the children, and the child's folders for the children to take home.</p>
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A set of large pictures, known as the "Additional Picture Set," is also provided for the teacher. This set is not an absolute necessity, but will be found most helpful. It includes twenty-two pictures—nature subjects and pictures of child life—that may be used with both the first and second-year lessons.

In considering the equipment provided and the price of the same, it must be remembered that only the pupil's folders need to be renewed except as textbooks and pictures are worn out through use. For the full equipment provided for the teacher and pupil and for prices see the appendix.

It is by conversation and story methods that children are taught in the Beginners' department. By means of conversation the words of songs are developed and the children are prepared for prayer and for the teaching of the lesson. The story form has been found to be the most effective means of instruction. By its use spiritual truths are most permanently impressed upon young people; hence, the lesson teaching is done through and by means of stories.

**Methods of
Teaching**

It is said that we remember one tenth of what we hear, three tenths of what we see, and five tenths of what we both hear and see; hence, the use of pictures in lesson illustration is recommended and urged in the teaching of pupils of Beginners' age.

The retelling of stories by the children, handwork,

and other expressional activities are also urged, for it is necessary for the stories to be given back in some way if the truths they teach are to be most deeply impressed. It is estimated that we remember seven tenths of what we say, and nine tenths of what we do; hence, some form of lesson expression by the children is as important as lesson teaching by the teacher.

The organization for most efficient teaching is that of a Beginners' department in a room of its own.

**Organization
for Teaching** When the Beginners' department is small only a superintendent is required. When the department is large, a superintendent, pianist, and assistant are necessary.

In all departments it is the superintendent's part to conduct the opening service, the informal talks or conversations, and the closing exercises. In departments numbering not more than thirty-five or forty pupils it is customary for the superintendent to tell the story to all the children. In large departments the best results are often obtained by separating the pupils for the story period into two classes, the four-year-old children in one class, and the five-year-old children in another class. Occasionally the conditions are such that it is better to organize the department into small class groups and to have the story told by class teachers. It is advisable to do this when a separate room for the Beginners is not possible and they must be accommodated in a room with other pupils.

Among the reasons why a separate Beginners' department in a room of its own is advantageous are the following:

1. That the truths taught may be confined to the few simple truths which such young children are able to comprehend.

2. That the teaching may be in accordance with the limited interests and experiences of the children.

3. That the extremely small vocabulary of the children, their inability to give sustained attention, and their slight knowledge may be taken into consideration.

4. That opportunity may be afforded for the repetition of stories by the teacher and by the pupils.

5. That the exercises may be informal, and short periods and frequent change of position may be made possible.

6. That motion songs and exercises found ridiculous by Primary children, but enjoyed by children of Beginners' age and helpful to them may have frequent use.

7. That the teaching may be unified and one thought or truth be presented in different ways on the same day, which is impossible when the Beginners must take part in or listen to the exercises of the Primary department.

8. That the pupils may be free to participate in those expressional activities which should be the natural results of the lesson teaching.

Promotion from the Beginners' to the Primary de-

partment should occur at about six years of age. At about this age the child enters the Primary department of the secular school. His interests widen and his capabilities develop rapidly and he shows the capacity and need for the more formal instruction given in the Primary department of the Sunday school and should be promoted to that department.

**Promotions
and Transfers**

The best day for promoting the pupils is the last Sunday in September, as the first lesson of all of the series comprising the graded lesson course falls on the first Sunday in October.

The test of any course of lessons is the results that are apparent from the use of the lessons. The teaching of the Beginners' lessons has been accompanied by results which show that the lessons can and do fulfill their aim, which is "to lead the little child to the Father." In some cases they lead not only the child but his parents to God.

**The Lessons
Tested**

A little child had heard the story, "The Wind a Helper," and had learned the verse, "He causeth his wind to blow." He had heard the story, "The Sun a Helper," and had learned the verse, "He maketh his sun to rise." He was listening to the story "The Rain a Helper," and his interest was all absorbing. At the close of the story the teacher repeated the verse, "He causeth to come down for you the rain."

The little one leaned forward and asked, "Is the rain God's rain?" "Yes," answered the teacher, "the rain is God's rain." "Is the thunder God's thunder?" asked the child. "Yes," answered the teacher, "the thunder is God's thunder." "And is the lightning God's lightning?" asked the child. "The lightning is God's lightning," answered the teacher, and the little child leaned back in his chair satisfied.

During the week that followed a thunder storm swept over the section of the city where the child lived. His mother saw the storm approaching and made rapid preparations for it. She closed the windows and doors and taking the baby in her arms called to the child to follow to the dark inside room where it was her custom to sit with her children during a thunder storm. The child looked up and said, "Mother, you do not need to do that. The lightning is God's lightning. The thunder is God's thunder."

The words of her child brought the truth home to that mother, and she sat down in the room where she was, took her little children in her arms and waited quietly for the storm to pass. She said it was the first time in her life that she had done such a thing.

Early one morning a father was bidding goodby to his wife and little son. The wife said to her husband, "Take care of yourself. Don't let anything harm you." Quickly the little son looked up and said, "Why, mother, God keeps care of father." The child had heard the stories of the Beginners' course about God's

love and care and had learned the verse, "He careth for you." The father went out quickly without speaking. The mother turned to her work with tears shining in her eyes and the hope in her heart that the child would bring God into her life and into the life of the husband and father and make him there a living presence.

Incident after incident might be given to show the results that are apparent from the teaching of the Beginners' lessons. The two that have been told are characteristic. They are proof that the lessons can and do fulfill their aim and "plainly show the little child that the religious life is, not a thing apart, but the one life we live, that God is in it all."

For the lessons to fulfill their aim and for the work of the Beginners' class or department to be successful

The Proper Use two things are necessary.

of Lessons and The lessons must be used as they are
Textbooks intended to be, that is, with children of Beginners' age, children four and five years old. When used with older children the same results cannot be expected.

The forewords in the textbooks are manuals of instruction both to the teacher preparing to teach the lessons and to the teacher who has grown familiar with the lessons through their use.

A frequent reading and rereading of the forewords are necessary for effective and successful teaching.

CHAPTER VIII
THE PRIMARY SERIES

IN the Primary grade the same simple but great themes touched upon in the Beginners' course are continued, but just sufficiently developed to correspond to the growing capabilities of the child's mind, including, but not going beyond the widening circle of the child's extending associations and experiences. Nothing is forced in upon the child that is unchildlike in character; truths which the child can comprehend and that have natural place in his life are presented and repeated with that reiteration which the child's mind requires, while the teacher is content to wait for the germination and silent growth of the simplest seeds of truth in the child's heart.

JOHN T. MCFARLAND.

CHAPTER VIII

THE PRIMARY SERIES

For pupils in the Primary department of the Sunday school—that is, for pupils approximately six, seven, and eight years of age—a three years' **Construction and Material** course of lessons has been outlined, with fifty-two lessons for each year, beginning each year with October. There are first, second, and third year lessons.

The lessons of each year are arranged in groups. The lessons of each group teach the same or different phases of the same truth, in accordance with the principle that the child mind grasps an idea best through a repetition of it in concrete form. The thought or truth presented by the lesson of a group is called the theme.

“Each theme is related to the theme that precedes it, to the theme that follows it and to the aim of the lessons for the year. Similarly, the aim of the lessons of each year is related to that of the lessons of the preceding and following years.”

The lessons are from the Bible. Some of them are illustrated from nature, others from the history of missions, and others from various humane movements.

The story has been found to be the most effective means of conveying instruction to young children; hence, most of the lessons are story lessons. Some are conversation lessons. Others are for review and drill.

The lessons have been selected, not to teach history, but to teach religious truths that will aid in the spiritual nurture of the child.

Unlike the lessons of the Beginners' course the lessons of the Primary course advance in grade each year. The first-year lessons are a foundation for the second. The first and second-year lessons furnish a foundation for the third. The reason for this advance in grade is found in the nature of the pupil.

At about six years of age the average child enters the Primary department of the secular school. During the next three years he grows rapidly in experience, interests, knowledge, power, and capability for love and action. The secular school recognizes that the child's increasing experiences and his widening interests and knowledge are the opportunities for aiding him in his intellectual development and the instruction given keeps pace with his developing capabilities.

The purpose of the Sunday school is to aid in the spiritual development of the child, and in the Sunday school as in the secular school his increasing experiences and his widening interests and knowledge are the teacher's opportunities. His developing powers and his changing emotions, desires, and impulses create

needs that can be met by religious instruction. To meet these developing needs of the young child in the best way the instruction should be graded and advance year by year in subject matter and method of lesson presentation.

The first-year lessons of the Primary course are intended for teaching to pupils six years old, the second-year lessons to pupils seven years old, and the third-year lessons to pupils approximately eight years of age. The lessons of each year fulfill their purpose best only when they are taught to the pupils for whom they have been especially chosen. From any other use of the lessons the best results cannot be expected.

The lessons of the Primary course have for their aim:

To lead the child to know the heavenly Father, and to inspire within him a desire to live as God's child.

Aim 1. To show forth God's power and care, and to awaken within the child responsive love, trust, and obedience.

2. To build upon the teaching of the first year (1) by showing ways in which children may express their love, trust, and obedience; (2) by showing Jesus the Saviour, in his love and work for men; and (3) by showing how helpers of Jesus learn to do God's will.

3. To build upon the work of the first and second years by telling (1) about people who chose to do God's will; (2) how Jesus by his life and words, death and resurrection, revealed the Father's love and will for us; (3) such stories as will make a strong appeal

to the child and arouse within him a desire to choose and to do that which God requires of him.

For each year of the Primary course a textbook and pictures are provided for the teacher and folders for the pupil. The pictures for the first year accompany the textbook. The pictures for the second and third-year lessons are in addition to the textbooks.

The greater number of the pictures in Primary picture sets No. 1 and No. 3 are by an artist who spent years in Palestine and who faithfully reflected in his pictures the manners and customs of the people of that country. Being true to fact and correct in coloring, the use of the pictures in teaching will make the lesson story vivid and do for the pupil what the story alone cannot do. They will help him make correct mental images of what he has heard and so help him better to understand the lesson and apprehend its truth. They are the only pictures of the kind that are available and will be found to be a valuable aid in teaching not only in the Primary department but in all departments of the school.

When once acquired, the textbooks and pictures are permanent. The folders only need to be renewed from year to year. For the full equipment and prices see the appendix.

One of our leading educators has said, "Of all the

things that a teacher should know how to do the most important, without any exception, is to be able to tell a story." It is because "the story is a means of picturing not only people, places, and actions, but also the truth of character and inner life" that it is so important an instrument in the teacher's hands.

**Methods of
Teaching**

Most of the lessons of the Primary course are story lessons, and are to be told as stories. For the purpose of the stories and of the message that each has been chosen to bring to the child, see the textbooks of the Primary course.

Another reason for the large use of pictures in teaching pupils of Primary age is found in the fact that "The child's world is a picture world." He remembers more of what he sees than of what he is told.

Besides the story and picture methods, handwork and other expressional activities are to be used as methods of teaching, for the giving back of the story in some form is necessary if it is to be remembered and its truth is to be acted upon.

To lead the child to act upon or in response to the truth presented in a story is the first purpose of lesson teaching in the Primary department, for in educating the child religiously "the essential thing is to secure the performance of religious deeds," for "the child is primarily a doer, not a thinker; he abides in the region of the concrete, not the abstract. Children can do right, and so feel rightly, before they can think rightly. It is

through obedience to the commands of God, and feeling dependence upon God, that children finally come to think rightly about God."

As in the Beginners', so in the Primary department the best organization for teaching requires a separate room for the pupils of the department.

Organization Where such a room is not available some sort of separation should be provided through curtains or screens.

A very small Primary department where the primary lessons are taught by grades, needs only a superintendent and two class teachers. In such a department the superintendent is responsible for the exercises of the department and teaches one year of the lessons, first, second, or third. Another year of the lessons is taught by one of the class teachers and the remaining year by the other class teacher.

In the large department an arrangement for the most effective teaching of the graded lessons is a room in which the primary pupils assemble for opening, general and closing exercises and that is capable of subdivision into first, second, and third-year class rooms or has nearby class rooms to which the pupils go for the lesson teaching. "

In most schools only one room is available for the Primary department. In this room the pupils are grouped in classes with a teacher in charge of each class, who is competent to teach the lessons of the

grade to which the pupils of the class belong. The pupils in any one class should be approximately of the same age and in the same year or grade in the day school.

Six to eight pupils to a class have been found to be a good working number unless each class has a classroom of its own. In this case, forty, even fifty pupils may be taught by one teacher provided there are assistant teachers to direct the handwork and other expressional activities of the pupils.

When the pupils of the Primary department must be accommodated in the same room with other pupils, the lessons should be taught by grades to small groups or classes of children, the first-year lessons to six-year-old pupils, the second-year lessons to pupils approximately seven years of age, and the third-year lessons to pupils approximately eight years old.

Promotions are to be made each year within the department from grade to grade, and each year pupils in the third-year classes who soon will be nine years old and have the ability to read in the Bible are to be promoted to the Junior department.

**Promotions
and Transfers**

As the first lesson of all the series of lessons, comprising the graded lesson course, falls on the first Sunday in October, the last Sunday in September is regarded as the best time for promoting pupils within a department and from one department to another.

In the construction of the lessons of the Primary course the natural ability of the average pupil governed the selection of the memory verses and the pupil should be urged, and when practicable required, to memorize the verses at home or at school.

In some Primary departments the recreation and explanation of as many of the memory verses as seem satisfactory or wise to the teacher constitute the requirements for promotion from grade to grade.

In other departments the requirements for promotion include the recitation of a certain number of the memory verses of the course, the retelling of certain stories, and the recitation and explanation of certain Bible passages, stories, and hymns that are known as "the Correlated Lessons" of the course.

In a number of schools the promotion requirements from the Primary to the Junior departments are as follows:

- A reasonable number of memory texts.
- Luke 2. 8-20 and a Christmas Song.
- Mark 16. 1-8 and an Easter Song.
- Missionary verses and a song.
- Temperance motto and song.
- Groups of texts on Giving.
- Hymn, "I Think When I Read that Sweet Story of Old."
- Hymn "America," one verse.
- The Lord's Prayer.
- The Golden Rule.
- Psalms 23.
- The "Two Great Commandments."

A morning and evening prayer.
A grace to say at meals.
Verses on God's house, day, and book.
The folders kept and handwork done.

Other schools are not making definite promotion requirements for the pupils because young children differ in ability, but each pupil is given an opportunity to do work similar to that outlined above, which includes most of the correlated lessons given in the textbooks. In such schools the pupils who do the work are promoted with honors and credits. In this way each pupil receives credit for the work he has the ability to do and has done.

Whatever plan is adopted for promoting the pupils, the ideal to which teachers should help their pupils attain is the regular and conscientious performance week by week of each week's task. Each week the memory verse or verses should be learned by the pupil. The correlated lessons should be memorized as they occur in the course. Memorizing should never be left to the end of the year or to just before promotion to the Junior department. If the memory work is done when it should be done, if it is reviewed from time to time and made use of in the different services and exercises of the department, there will be no need for examinations, tests, or cramming for promotion. The pupils will then be ready for promotion and able to do the work of the next year or grade with understanding and appreciation.

In a district where there were churches and church-going people there lived a boy about eight years of age.

The Lessons He had received little or no religious in-
Tested struction and had never been taught to pray. He had never been to Sunday school. He may have been to church, but it was seldom that he had heard anyone speaking to God.

Among the child's grown-up friends was one who used to tell him stories. She found that no stories made such an impression or appealed so strongly as did the stories from the Bible. Over and over again she told him Bible stories.

Being interested in the graded lessons, this friend watched for the Primary folders and as fast as they were ready sent them, quarter by quarter, to the boy. The boy received the folders eagerly and read the stories with keenest interest, for they had a message for him. Unaided and unaccompanied by lesson teaching, the Bible stories of the Primary course led the boy to his heavenly Father. They made God a living presence to whom the child wanted to speak, and he went to his mother and asked her to teach him to pray that he might talk with God.

A teacher has written, "With the closing of the present third grade (Primary, third year, Part III) theme, which came to us with the text 'If ye love me ye will keep my commandments,' twelve of my little people made a declaration of their purpose to be his disciples, and best of all they know what they are doing." Such

results are proof that the lessons are adapted to meet the needs of young children.

To fulfill their purpose best the lessons must be taught to the pupils for whom they have been especially chosen. It is only when conditions make it impossible for the lessons to be taught by grades that they should be taught in rotation. When they must be taught in this way the best results from the use of the lessons should not be expected. (For a plan to be used by a small school see Charts 1 and 2 in the Appendix.)

In any use of the lessons the forewords in the textbooks should be studied by the teacher, for they are the teacher's manual of instruction. The forewords will be found especially helpful also to superintendents and teachers or supervisors of instruction in introducing the Primary lessons of the graded course into the Sunday school and preparing teachers for teaching.

CHAPTER IX
THE JUNIOR SERIES

IN the Junior lessons the pulse of life begins to throb more strongly. The great subjects of religious thought begin to enter; the simple introduction to the great story of history begins; the wonderful stories of the Bible begin to exercise their fascination; duties growing out of natural relationships are recognized; the choice of good and evil, and the fateful results of such choices, are made to be seen and felt; and the thought of God's providence over individual life is given manifold illustration in the biblical stories. In the fourth year of the series a more careful study of the briefer of the four Gospels is entered upon, followed by a study of the most striking incidents described in the book of Acts, and closing with stories from that larger book of Acts, the lives of later Christian missionaries.

JOHN T. MCFARLAND.

CHAPTER IX

THE JUNIOR SERIES

Many differences will be noted between the lessons chosen for the Primary children and those intended for boys and girls from nine to twelve years of age. The Junior lessons are not grouped under themes, but are taken in chronological order. During the first two years, when the historical sense is dawning, the stories are chronological by periods; the studies of the last two years are based upon successive narratives of a continuous though incomplete history which extends from the beginning of the reign of the judges to the end of the apostolic age. With the lessons is correlated information concerning manners and customs, the geography of Bible lands, contemporary historic events, and a great many other facts which are exceedingly important because they either furnish the background and perspective for the lesson picture, or give a key to its meaning.

All the lessons are Bible lessons in the highest sense. Of the 208 in the Junior course, 182 are based solely upon some passage from the Bible. In sixteen of the lessons, in connection with carefully selected Bible readings, the story of some

Biblical

modern missionary or of some one through whose life a great Christian enterprise has come into being is given or reviewed. One lesson is upon the growth of the temperance movement in the United States. In two of the lessons the stories of Judas Maccabæus and other Jewish heroes of his period are used to make the connection between the end of the Old Testament and the beginning of the New. One lesson has The Land Where Jesus Lived as its subject and another The Temple in which he taught. The last five lessons are devoted to a study of the Bible as a book. In every year of the course the lessons are so planned as to take advantage of the knowledge which the children have gained in day school.

The lessons are carefully graded, both in matter and method of presentation. In the first year all the work is simple. The memory texts are short, the daily readings brief, and little writing is required. The object in view in the handwork planned for this year is to train the children to obey printed instructions, to do their work neatly, and at the time when they are asked to do it. The work of the succeeding years increases in difficulty and is different in kind from the simple tasks assigned at first. After the course is fully established in a department, all normal children of nine should be studying the first year lessons, those who are ten years of age the second year, those who are eleven the third, and those who are

twelve the fourth. The Junior course should be completed at about the time when the child reaches the age of thirteen.

The aim of the Junior course is:

To lead the child to become a "doer of the word," and to bring him into conscious relations with the Lord Jesus Christ as his Saviour.

Aims

The aims for the four years are:

1. To awaken an interest in the Bible and love for it; to deepen the impulse to choose and to do the right.
2. To present the ideal of moral heroism; to reveal the power and majesty of Jesus Christ, and to show his followers going forth in his strength to do his work.
3. To deepen the sense of responsibility for right choices; to show the consequences of right and wrong choices; to strengthen the love of the right and hatred of the wrong.
4. To present Jesus as our example and Saviour; to lead the pupil to appreciate his opportunities for service, and to give him a vision of what it means to be a Christian.

For each year of the Junior course a textbook is provided for the teacher, issued in quarterly parts, and a book for work and study for the pupils.

Textbooks

In order to do the work successfully each teacher must have a copy of the pupil's workbook. In each teacher's textbook a program, or order of service, is printed. These are issued separately also, that they

may be used as a guide in the worship of the department. With each workbook a picture sheet is provided, containing pictures of lesson events or of the places where they occurred. These picture sheets also contain illustrations for six hymns and the Apostles' Creed.

The teacher's textbook, once purchased, is a permanent possession, and may be used over and over again. The Pupil's Book for Work and Study must be purchased each quarter for every child of the department.

All through the Junior period the story is the medium through which the truth is brought to the children.

**Methods of
Teaching**

It is the last opportunity given for acquainting the children with the great stories of the Bible, for it is the last period in which the story makes the chief appeal. In the last three years of the course the children are expected to study the lessons before they are presented in class. Therefore, in these years the story method must be combined with the asking of questions, not simply for reviews of lessons previously taught, but in order that information acquired in home study may be given back by the pupils.

The writing and picture pasting called for in the pupil's workbook, the map work and the hymn illustration, are various forms of handwork provided as expressional activities.

If the best work is to be done and the highest form of training given in the Junior period, a separate room must be provided, with complete separation from all other departments of the school for the whole time of the session.

**Organization
for Teaching**

Whatever the size of the department, a superintendent is essential as is also a teacher for each class. In a large department other officers will be required for the administrative work, such as a secretary, pianist, and assistant superintendent. It has also been found helpful in many very large departments to appoint one of the teachers in each grade the leader for that group of teachers.

If there are a sufficient number of pupils there should be a class of boys and one of girls for each year. If, because the numbers are small, it is impossible to have eight classes in the department, the nine and ten-year-old boys should be grouped together in one class, the nine and ten-year-old girls in another, the eleven and twelve-year-old boys in a third, and the girls of those ages in the fourth. This plan will work much better than would that of forming four more closely graded classes, in each of which boys and girls are grouped together. Neither plan is ideal, but because of the importance of having class spirit, and the impossibility of getting it in mixed classes during this time of mutual antagonism between the boys and girls, the plan which separates them is the better one.

Six pupils is the ideal number for a class, and no

class should be allowed to grow beyond this number, if it is possible to prevent it. If the room is so arranged that it can be divided into four class rooms for lesson teaching, the groups may be larger; but even then if the numbers are large there should be division into classes with a teacher for each who is responsible for overseeing the handwork, giving the correlated lessons, and keeping in touch with the homes and in close personal relations with the pupils.

A piano, tables, preferably those which are six-sided and fold up, comfortable chairs, 16 to 17 inches in height, class boxes to hold the Record of Credits, class books for marking attendance, pencil boxes and other things required for the class work, should be provided if possible. An Honor Roll and a Pledge Roll for the wall should be classed among necessities. A closet is needed in which to keep the supplies. Pictures for the walls, a sand map and mission curio cabinet are among the desirable things to be worked for.

Since the lessons are planned to run from October to October, the last Sunday in September is the logical promotion day for the school. At this time the Junior pupils who have completed the first year's work will be promoted to the second year, the second to the third, and the third to the fourth, while those who have

**Promotions
and Transfers**

finished the last year of the Junior work will be promoted to the Intermediate department. If any have been in the department four years and have reached the age of thirteen, but have not done the required work, they must be transferred, but without the honors of promotion.

The satisfactory completion of three workbooks for each year that the pupil has been in the department is the main test for promotion. Part of the work each week is the learning of one or more memory texts, and it is understood that the assigned task has not been performed unless this required memorizing is done. The pupils must know the divisions and books of the Bible, must be able to handle the Bible with ease and to find many of the more familiar passages without having the reference given. Several of the great hymns of the Christian Church, as well as many passages of Scripture, will have been committed to memory if the pupil has made the most of his opportunities.

The detailed requirements for promotion vary in different schools, but the neat and satisfactory performance of the work required in the Pupil's Book for Work and Study must always be made a requisite for promotion from grade to grade, and to the Intermediate department. This is the textbook for the course and little will be gained by the pupil who does not use it and do the work in it.

Promotion cards are provided which show that the pupil has been promoted from one grade to another

within the department. Diplomas are given those who graduate into the Intermediate department.

When introducing these lessons into a school which has been using the uniform lessons, it would undoubtedly be best in the Junior to use the first year lessons for the nine and ten-year-old children, and the second year lessons with the eleven and twelve-year-old children. The lessons are so different from anything which they have had that the first year work will not seem too simple to the ten-year-old children, especially if those children are told to study the lessons before they come to the class. The second year lessons are quite difficult enough as a basis for study for even twelve-year-old pupils who have not done such work before. The teachers of the graduating classes can add geographical and other lessons which will strengthen the work. At the end of the year the pupils in the fourth year class will be graduated with honor if they have completed the workbooks for the second year, and with extra honor if they have illustrated the hymn, From Greenland's Icy Mountains. The next year the fourth year class would have the third year lessons, the third and second grades would study the second year lessons, and the class coming in from the Primary would begin with the first year lessons in regular order. So, gradually, the department would come to have the right lessons in all the grades, and in the meantime the pupils would

gain much more from the study than they would if the attempt were made to put the four grades in at one time.

It is the purpose of these Junior lessons, as stated in the aim, to bring the child into conscious relation with the Lord Jesus Christ as his Saviour. This great purpose is to be achieved by giving the children lessons which will prepare them for and then minister to them in the first great spiritual crisis, which occurs at about the age of twelve. If the course is wisely planned we have a right to expect that large numbers of Juniors who use the lessons will be found coming into a conscious Christian experience and joining the church. This testimony is coming from large numbers of schools all over the land. In one school thirty of the Juniors joined the church at one communion. One of the teachers in this school said, "I never before in my life was able to speak to anyone on the subject of a personal consecration of the life to Christ, but with these lessons it is easier to approach the children on this subject than it would be to avoid it."

In another school the superintendent wrote, "More than twenty of our Juniors have made the decision to give their lives to the Lord. The parents of some will not allow them to join the church, but eleven are coming in next Sunday. Best of all, a great many of the parents testify that the children are different in their

home life, that they work more faithfully and exhibit a sweeter spirit in all their relations with others than they have ever shown before."

These are the results that will surely follow if the lessons are used with pupils of the age for which they were prepared, by teachers who realize the importance of the task committed to them, and who earnestly endeavor to measure up to the opportunity which it presents.

CHAPTER X
THE INTERMEDIATE SERIES

HERE we find ourselves where adolescent life begins, when the child ceases and the man begins; when the stirrings of those ambitions which are to issue in great deeds begin to manifest themselves; when the sympathies and affections become more intense; when the great choices and decisions are made; when the heroic spirit becomes dominant and when ideals are set up; when the great temptations open their deadly assaults; when the reason begins to exercise itself; a period of strife, and tumult, and strain, of high resolving, of deadly peril, of glorious victory. To this fateful period our new series of lessons comes with definite and intelligent understanding. Christ forever knocks at the door of life in every age, but more distinctly and strongly does he knock at the door of the heart of youth at this period than at any other time.

JOHN T. MCFARLAND.

CHAPTER X

THE INTERMEDIATE SERIES

In recognition of the nature and needs of adolescence, as outlined in Chapter III, the Intermediate series of lessons presents a distinct type of lesson and a distinct method of treatment.

Biographical Lessons

It is universally conceded that biographical lessons present the kind of study demanded in these years. As has been shown, the principles of the graded lessons determine for the Beginners' and Primary courses the use of the story and the topical method, and for the Junior course the use of connected narratives abounding in action.

The deepening and enlarging life in adolescence calls for a new type of lesson which shall make its appeal to the new sense of selfhood and the new hunger for a personal ideal. Biography is of value for two reasons: (1) because it appeals to the feelings. Biographical instruction endows truth with the element of personality and tinges knowledge with emotion. If we omit the element of personality from a study of truth, it becomes an essay. An essay may be a perfectly clear and exact statement of truth, but it has not that element

which appeals to the interests of boys and girls. The moment personality is introduced into a subject, feeling is touched; (2) because it organizes truth and gives concreteness to the problems and ideals of life. Biography is the means of unifying knowledge. Truths, principles, characteristics are brought together into a complex organic unity.

Biographical study is to be distinguished from historical study. History is the recital of facts and has to do with causes and effects and the sweep of processes. Biography is the picturing of a life and endeavors to trace the aims, motives, struggles, and achievements of that life.

Biographical study also must be distinguished from topical and textual studies. It is not an exposition of certain passages; neither is it a study of a truth illustrated by a man. The ideals, passions, fears, hopes, achievements, defeats, and victories of men are the subjects of this study, and the method is to present truth concretely as embodied in conduct. The end sought is a religious impulse through the appreciation of personality.

The biographical studies cover three years. In the first year the work centers in the leaders of Israel, who were inspired by faith in Jehovah; in the second year, in Christian leaders, whom Jesus inspired in his own and succeeding ages. The biographical studies culminate in the les-

**Construction
of the Course**

sons of the third year in the Life of Christ. These studies aim to reveal the inner life of Jesus and to trace the characteristics, aims, and achievements of that life, rather than to present continuous historical material. To make the pupil acquainted rather than informed is the primary objective of the course.

The studies of the fourth year are topical in character and here again there is a change of method. At the time when the reasoning powers are developing and the pupil is concerned with the explanation of the great facts of life which he has garnered through his earlier years, he is introduced to a series of ethical studies in Christian living. Three units of study are presented in the course of this fourth year: (1) a study of the Bible as the textbook of the Christian life; (2) a study of the fundamental principles of the Christian life; (3) a study of the church as the organization of the Christian life.

This is preeminently the period for study, in the class and out of it. Interest in reading leads to this.

**Cooperation
in the Class** Interest in adventure and travel is naturally followed by geographical interest. A teacher, therefore, needs, as never before, a clear knowledge of biblical geography in relation to modern geography. The course provides for these interests through various expressive activities and these should be taken up week by week. Most interesting work has been done by a class uniting in

making, in book form, a "Life of Moses," of David, or of Paul, and last of all, of Jesus—putting together maps, pictures, and outlines. Any work that unites the class on a social basis is of value. Cooperation should be emphasized, and the teacher needs to work with the pupils rather than for them, directing and stimulating them to inquiry and research.

The lessons are planned upon the assumption that home work can be secured. If no home work is done the best class work cannot be expected.

Home Work

In that case the character studies of the first two years must be done in class. If it is found that the suggested study cannot be done in one Sunday, then more time should be taken. The object is not to cover pages of a book but to secure acquaintance with these characters that the pupils may feel the impress of their personalities and be nerved and stirred by their achievements. It is better to study fewer characters well than hastily to skim over a greater number of lessons.

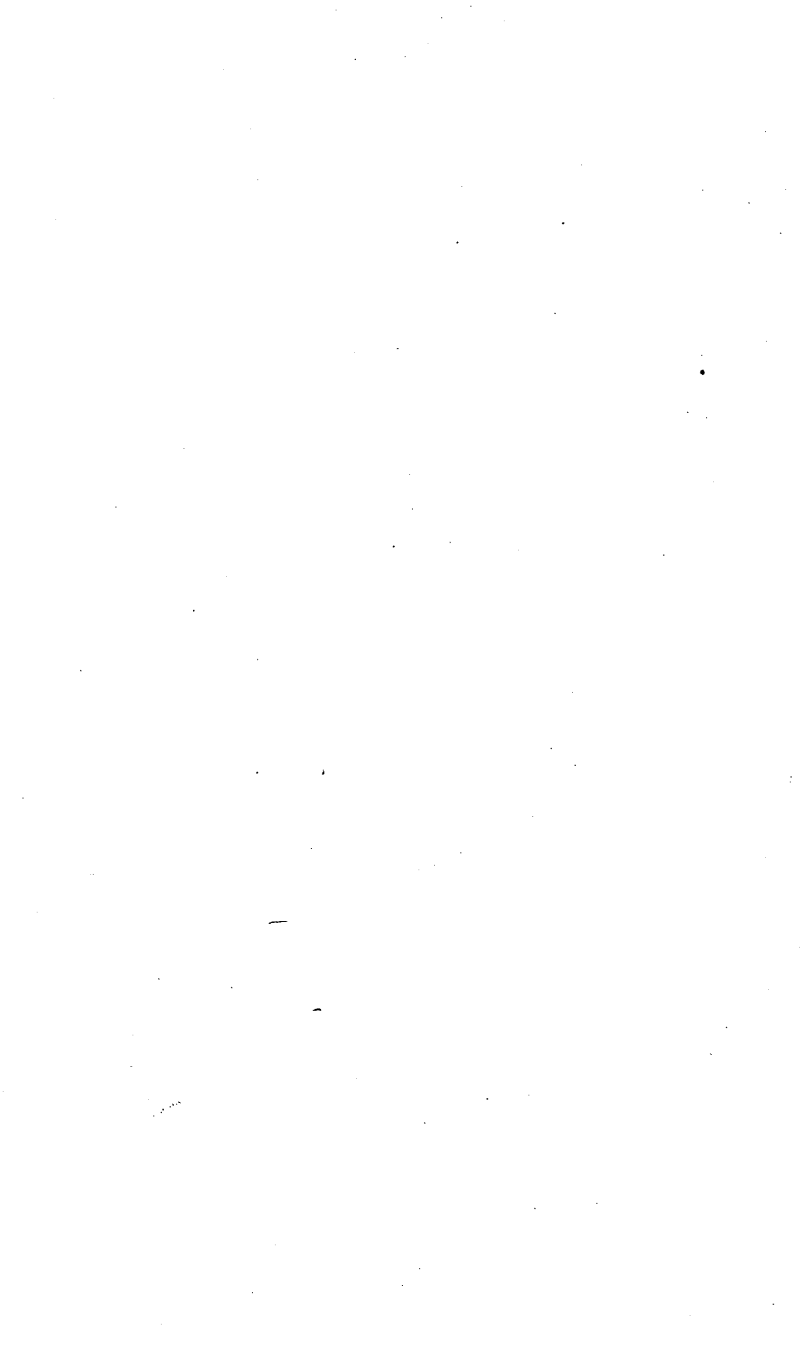
The classes should be organized in groups of about eight to ten each. The ideal condition for teaching would provide each class with a classroom furnished with wall maps, seats with arm rests for note taking or a table around which the class can gather and work. Most schools are very far from this ideal. Much, however,

Class Organization

can be accomplished in the way of segregation by means of curtains and screens.

For adequate department work there should be a supply of Bibles, tables, charts, pictures, and maps; the department would be greatly enriched by a missionary curio museum. **Equipment** There should also be one or two sand tables for the study of historical geography. Nothing can take the place of the relief map for making plain the philosophy of the history, and the reality of many of the events of the Bible story. This form of activity should not be engaged in very frequently, but it has been an unfailing source of interest to the older pupils when properly conducted.

Very frequently it is found necessary to combine the Intermediate department with the Senior and Adult **Relation to** divisions of the school for purposes of **Senior Department** conducting the service of worship. Indeed, unless the school is a very large one, large enough not to lose in *esprit de corps* by minute subdivision, this is desirable. Worshiping together will involve no loss of inspiration to the Intermediates. The combining of the upper departments will not interfere with the plans for supervision and special work along educational and social lines in each department.



CHAPTER XI
THE SENIOR SERIES

THIS is the period for constructive study. It is the altruistic period of life and its spirit is optimistic. The individual begins to define his relations to others and the duties growing out of those relations. The sense of obligation and responsibility grows, purpose becomes more definite and the formulation of a life program is undertaken. Consequently the steady aim of the study and instruction in this period is to help the pupil to find his place and work in the world.

JOHN T. MCFARLAND.

CHAPTER XI

THE SENIOR SERIES

The Senior series of lessons covers four years and is made up of separate units of study covering one year each. The studies of the first year are in social ethics. The appeal is for service and for the adjustment of personal religion to actual conditions of life. The studies of the succeeding years are a survey of the history and literature of the Old Testament, New Testament, and Church History. These courses may be used as elective courses of study in any order, yet it is desirable to present the social studies first.

The aim of this course of study is to lead the student to interpret life from the Christian point of view; to aid him to find his place and his part in the world's work; through serious study of his own powers and by frank discussions to lead him to a realization of the claims of Christ as Saviour and Lord, and of the services for the Kingdom of God as the true basis of successful living.

Aim of the First Year's Course

The studies of the fourth year Intermediate treat

of the fundamental principles of the Christian life from the *personal* standpoint. In the **Plan of the First Year's Course** Senior lessons the emphasis is laid on the *social* aspect of these truths as offering incentives for service.

The study is, first, the opportunity, inspiration, and challenge of the world to-day; then the problem is raised as to how youth can fit itself to meet the needs of the world. In every case the biblical material and lesson subjects are selected with the central theme of the course in mind—the training for Christian service.

In the preparation of these lessons the teacher has a wide range of material. First is the biblical material, out of which we determine the principles in accordance with which life is to be built. These principles are fundamental and central. But the study of the Bible passages is introductory to a study of the way in which the principles are to be applied to the lives of the students in the everyday work of the world. Topics are suggested in each lesson which lead naturally to a discussion of such subjects.

The Senior studies are prepared for an age in which reason is dominant. This is a time of questioning. Debates and arguments are popular. The **Presentation of the Material** pupils are interested in the practical things of life. The material is, therefore, presented by means of the discussion of vital

questions. The method of lesson treatment is planned to stimulate and encourage discussion and constructive thinking under the leadership of the teacher.

The only principles and ideals which are formative in a young person's life are those which he has made his own through his own thinking. These lessons offer an opportunity to present to him high ideals of life, and the right ideas of his relation to the world in which he finds himself.

With the second year of the Senior course there begins a connected course of historical and literary studies. At the age of about eighteen the pupils are prepared for an advanced step. With the added years there has been a corresponding inner growth. Their love for the historic, their interest in the dramatic and the concrete have not been outgrown. They are still inspired by life and action, but they are now prepared for a more philosophic study of history as the sweep of processes and as the interplay of cause and effect. They can understand Bible life in its relation to its setting, geographical and historical.

Historical studies appeal to four different interests. There are the men, the living heroes; the ideas and ideals they had and perhaps fought for; the events; and then the meaning of it all. Besides these four elements there is still one more factor. There is an extra element in the

**Different Inter-
ests in Historical
Studies**

material world and in history. When you ask the question whether the people have made progress or not this will imply that there is some standard by the aid of which you can institute a comparison. The purpose of the study is to show what that standard is and to reveal the purpose back of events, "one far-off divine event toward which the whole creation moves."

The aim of the Senior course, as a whole, is:

Aim 1. To lead the pupil to see life in proper perspective from the Christian point of view, and to aid him in finding his place and part in the world's work. To lead the pupil, through frank conference on himself, his limitations, and his relations to the Kingdom of God, to a realization of the claims of Christ as Saviour and Lord, and of his service as the true basis of successful living.

2. To awaken in young men and women a permanent interest in the development of religion as reflected in the history and literature of the Hebrew people. To relate the studies of this year to the personal religious life of the individual student.

3. To awaken in young people an abiding interest in the New Testament, and appreciation of its fundamental importance to the Christian faith, and a realization of its practical value to them as a guide in Christian conduct.

4. To show the gradual transformation of the world through the progress of the gospel; to interpret Christian history as the unfolding and outworking of the spirit of Christ; to acquaint the student with the religious heritage of Christendom; to relate him to the

modern world-movements of Christian evangelism, brotherhood and social service.

In the studies of the first year the student has been helped to adjust himself to the immediate world that he sees about him. In the historical studies of the second, third, and fourth years he is helped to adjust himself to the world that stretches far back into the past, of which the present is an integral part. When he has caught a vision of the whole sweep of history in which, viewed in its entirety, God's plan is so evident, he will more perfectly understand the significance of the present world and the part that he, as a Christian, is to play in it.

The first year of this historical survey, which is the second year of the entire Senior course, consists of a rapid survey of the history and literature of the Hebrew people. The students are introduced to the great characters of the Old Testament in relation to their times and surroundings, and to the developing ideas, social, moral, and religious. Religion and life are inseparably connected; hence, these men and the character-making ideas develop in the midst of stirring national events. The aim of this course is to impress upon developing manhood and womanhood two facts: (1) that all our moral and religious ideas grow and increase in quality, and (2) these are always intimately related to actual life. From lesson to lesson this growth is observed.

In the third year, Christianity, the great working force that Christ released to the world, is seen in the earliest period of its development. Under the title, "A Survey of New Testament Times," the New Testament writings are studied as source books of Christian faith, guides to Christian conduct, and records of the earliest development of those convictions and principles which are such a moving force in present day life.

The fourth year is a survey of Christianity from New Testament times to the present day and through it the students learn how those convictions and principles, the origin of which they studied in the preceding year, have helped to shape the history of the world.

CHAPTER XII

ELECTIVE COURSES FOR ADULTS

THE Bible is used as the most valuable material in moral and religious instruction; but it is used with discrimination, with a clear understanding that we must select from it in the progressive education of the child such material as answers to the needs of the child at the various stages of his growth. The Bible is a great storehouse of spiritual food, but in its stores is food for the little child and the strong man. Henceforth we are to give to the child only that which belongs to the child and to the man only what belongs to the man.

JOHN T. MCFARLAND.

CHAPTER XII

ELECTIVE COURSES FOR ADULTS

One of the remarkable phenomena of our time is the gathering together of thousands of men and women, in groups of from six to a thousand, for the study of the Bible and the practical problems of life. It has come about in part from the increasing recognition that the average adult has not sufficient knowledge of truth for the guidance of his own children. The seriousness of such a condition lies in the disillusionment which comes to the youth when he discovers that his father and mother are unable to be of service to him at the time of his greatest need of them.

Then, too, men and women have long felt the need of some place where they could ask questions concerning life in its relation to spiritual truth. The greater number of adults have had all too little Bible training, most of them having concluded their Sunday school experience at the age of twelve or fourteen. There is no opportunity for the putting of frank, honest questions in the public services of the church. And one usually hesitates to display ignorance to the minister by seeking light from him in private. The organized adult class meets this need, in that free discussion is

permitted and the aim is to arrive at truth first hand rather than to memorize dogma. For truth learned by rote in childhood has new meaning to life that has gained content through the years. Along the highways where men gain convictions from things as they are, the earlier conclusions are severely tested.

The mature Christian requires opportunity for the expression of the truth which he is constantly discovering and accepting by intellectual processes. The points of contact which the church, in its present organization, provides, are few. But the adult class, with its close organization for committee work, furnishes outlets for service to every one of its members. This makes the adult class a laboratory in Christian life. The theory of life is studied on Sunday and its application is worked out through definite channels throughout the week. Thus a class of this sort becomes a powerful cooperating influence in the church and the community.

In order to get the best results these classes are organized for practical service. The Standard of
Organization Organization requires three definite and distinct things, namely:

1. The class should be organically connected with the Sunday school, of which it should be considered an integral part. This does not mean that the Adult class must necessarily meet at the same time and place with the rest of the school, though where this is possible it

is by far the most desirable arrangement, and one which is likely to help the school as a whole most.

2. The class should have at least the following officers: teacher, president, vice-president, secretary, and treasurer. It should have at least three standing committees, as follows: membership, devotional, and social. It is not required that these committees shall be known by these particular names, but it is desirable that the class shall have three committees, which are held responsible respectively for these three kinds of work. The Executive Committee, where there is such, may act as a committee on membership.

3. The class should consist of adult members only. A minimum age limit of twenty-one years is recommended.

All adult classes should enrol with their denominational Sunday School Boards or Societies from which full information may be obtained regarding certificates of recognition.

The grading of adult classes is as necessary as is that of the younger members of the school. The young man of twenty-one, alive to every human interest, has very little in common with the patriarch of eighty, whose mind is largely occupied with thoughts of the other world, where are now gathered nearly all who have been dear to him in life. Many men and women have little in common. Moreover, effective service is hindered by uncongenial com-

Adult Grading

binations. There are cleavages of many sorts running through all mature life. Grading for adults is, therefore, based on age, sex, and interest. The following scheme is recommended:

1. Classes for young men and young women, either separately or together.
2. Classes for young married men and young married women, either separately or together. This grouping includes all married people under forty.
3. Classes for unmarried men between twenty-five and forty; similar classes for unmarried women.
4. Classes for men and women above forty, either separately or together.

There should be an Adult division in every school. Where there is more than one organized class in a school an Adult division cabinet is helpful. It should consist of the pastor, superintendent of the school, superintendent of the Adult division, and all Adult division officers, and the teachers and presidents of all organized Adult classes.

**Value of
Adult Division**

The elective courses for adults are a response to the demands of mature life. Surrounded by pressing problems, which must be met immediately, brief courses of study, based on the Bible, but vital through their interpretation of the ordinary affairs of everyday life, are

**Courses for
Definite Needs**

essential. Unlike the lessons used in the years covered from the Beginners' to the Senior grades, they are not related to each other. But like all those courses which have gone before they are prepared in accordance with the life to which they minister.

Aiming to help men and women to realize maturity of Christian character and the highest efficiency in Christian service, those principles fundamental to all adult instruction are recognized and each course is prepared with a view to meeting a clearly defined need. For the wage earners, business and professional men, farmers, students, stenographers, saleswomen, fathers and mothers, etc., who make up the thousands of Adult classes, approach their own spiritual growth from the standpoint of personal problems.

Maturity brings with it peculiarities due to differences in education, occupation, habits of thought, cultural development, religious ideas, and the influence of growing responsibilities. And, unlike most of those from the Senior grade down, the adult has the problem of self-support to deal with. There is necessary labor to be done, either within the home or outside. There are obligations to varying groups of friends, to the social community, to social, civic, and church duties, to husband, wife, or children. These all unite to create an attitude which is not hospitable to dreams and theories.

**Adult
Responsibilities**

The adult wants facts. If he is to study truth, he must have it presented in terms of his life interests.

Adult life is cautious and deliberate, being willing to make exceptions. Experience and habit are strong factors in the accepting or rejecting of any teaching. Dogma will not be accepted without challenge. Emotion is distrusted. Each recognizes that certain needs are common to all. It is soon acknowledged that there is no aristocracy of sorrow, misfortune, or sin. The courses prepared for the use of adults will clear away some cobwebs from a man's thinking and help him to find himself in his groping after righteousness.

The constantly changing personnel in many classes and the request for courses that do not require too long consecutive study have given rise to short **Elective Courses** courses. It is possible to take up a course and finish it before any grow weary of the subject.

Up to the present time the International Graded Series does not include courses for Adults. Until such courses are ready and announced, the following courses are available. Attention is called first to the courses prepared for adults as issued in the Adult Class Magazines published by the several denominations. Among the elective courses varying from thirteen to fifty-two lessons are the following which can be obtained through the publishers of this manual:

The Early Days of Israel, by Irving F. Wood and

Newton M. Hall, seeks to discover the main thought in the mind of the biblical writers with a view to emphasizing the religious truths and applying the principles thus discovered to everyday modern life.

The Days of the Kings of Israel, by Irving F. Wood and Newton M. Hall, is a study of the books recording the lives of the kings of Israel and a detailed study of the character and reign of the individual kings, the aim being to give a vivid picture of the times, the purpose of the writers of the books, and the relationship existing between their age and ours.

The Liquor Problem. This is a course of thirteen lessons dealing with such phases of the liquor question as, "The Magnitude and Seriousness of the Liquor Business," "Alcohol and Health," "The Saloon and Politics," "Alcohol in the Light of Race Welfare," "The Effect of Liquor Drinking Upon Labor," etc. The treatment of each lesson is thoroughly scientific—the plan being to present only well-established facts. Practical suggestions for appropriate activities in harmony with the truths set forth in each lesson are given.

The Introduction to the Life of Christ, by William Bancroft Hill, is a simple yet scholarly comprehensive treatment of the entire problem connected with the Gospels and their interpretation, and so presented that one unfamiliar with recent discussion gains a clear idea of the questions involved and of the attitude of leading scholars respecting them. Twelve Lessons.

The Life of Jesus, by George B. Stewart, is a study

of the Words and Works of Jesus against the background of the Old Testament Messianic hope and the contemporary life and teachings of the times of Jesus presented comparatively and supplied with questions and messages for to-day. Fifty Lessons.

The Making of a Nation, by Charles Foster Kent and Jeremiah Whipple Jenks, is a series of twelve studies on the beginnings of Israel's history, dealing with specific events in their relationship to personal religious life and the social and political problems of to-day.

Studies in the Life of Christ, The Social Significance of the Teachings of Jesus, and similar courses have been prepared by the Young Men's Christian Association. These courses deal with the history of Bible characters whose teaching work is brought into the foreground. They are prepared with from twelve to thirty lessons, with a daily reading and practical exposition for each day.

Constructive Bible Studies, prepared by the Chicago University Press, provide for two kinds of classes: those who are preparing for the work of teaching, and those who are studying for their own personal profit.

CHAPTER XIII

GRADED LESSONS AND THE WORK OF THE SUPERINTENDENT

THE school's upbuilding, its permanent upbuilding in numbers and strength, is not the result of a single effort, no matter how strenuous. It is the result of the focusing of a score of influences, having their main-spring usually in the Superintendent, which have to do with the school's educational work; its atmosphere, its week-day life, and which reach out through the Superintendent, pastor, teacher, scholar, home, and the printed page to every part of the community.

FRANK L. BROWN.

CHAPTER XIII

GRADED LESSONS AND THE WORK OF THE SUPERINTENDENT

The introduction of graded instruction offers the superintendent a new opportunity for doing a constructive educational work. He can be the unifying and inspiring force. The educational work is not limited to the period of instruction; it is inspirational as well as instructional; it is given by the atmosphere the school creates through its worship, its discipline, and its methods. The administration of the school is an important element in its efficiency. In no phase of the work of the church is thoroughness of organization more needed than in that of religious education. As the executive head of the school, the superintendent can give tone and character to all the work. He can unify the educational work by making proper adjustments in the different departments. Graded lessons rightly destroy the uniformity of the school, but they do not disturb its unity. Rather, they conserve it. The unity of the school is the unity of developing life and of a common purpose, not of a common lesson theme. Recognition of differing and deepening needs

no more destroys the unity of the Sunday school than it does that of the home.

The task which is at once the challenge and the opportunity of the superintendent is that of guiding the inspirational part of the program. The various departments should meet separately if the school is large enough and the arrangement of the building makes it possible. There should be at least two groups, consisting of those under nine and those above nine, and if it is at all possible the Juniors should hold their opening worship separately. The Intermediate and all ages above them ordinarily would be together for the worship period. The superintendent, therefore, would conduct the program of the upper school and, where the Juniors cannot be separated, of the larger part of the school.

Three misconceptions have arisen concerning the worship periods of the Sunday school. The first two are expressed in the phrase, opening exercises. The third is expressed in the idea that a lesson must be reviewed from the desk after it is taught in the class. Worship is not an exercise, its purpose is not to introduce something, nor is it didactic.

The worship period is a vital part of the educational process. The singing, the reading of the Scripture, the offering of prayer, the bringing and dedication of gifts, and the inspiring of the pupils through an address are vastly more than introductory activities. They have

a meaning and a force all their own. They give the opportunity for genuine self-expression. The elements of worship voice the faith, the hope, and the love which are the soul of the religious life of childhood and youth. The superintendent in the worship makes as direct an appeal to the will as does the teacher in the class. Worship trains the feelings and is at once the product and the producer of action.

The hymns must be good literature and the tunes must be good music. No words should ever be sung which cannot be read, and the music
The Music must express what the words say. If music is the language of the emotions, only the purest and the best of music can express truly the religious feelings of youth. Nothing that is cheap and belittling, nothing that is not worthy to endure in hymnology, is worthy to express the faith, the hope, the love, which are the essence of the religion of the unfolding life. The entire worship must be marked by dignity, grace, and orderly beauty.

The Scripture reading in the worship of a graded school happily is no longer connected with the class
The Readings teaching. It should always be liturgic and not didactic. Here is the opportunity for reading the masterpieces of biblical literature from Proverbs, the Prophets, the Epistles, or from the sayings of Jesus. The superintendent may well select

the readings on occasion from the memory Scripture assigned through the courses. Many of the memory passages in both the Junior and the Intermediate courses are wholes of Scripture. Certain great passages should frequently be given in concert from memory. Again the readings may be responsive readings. The best hymnals for the Sunday school include selected responsive services arranged around a given theme.

The inspirational part of the program may include a brief address to the school. That this address can no longer be upon the lesson material is **The Address to the School** greatly to the advantage of both the school and the superintendent. He is not limited in his theme and he is not in danger of marring the lesson taught in class. Then there is no limit to the subjects upon which a superintendent would desire to speak to the school. Some subjects will be suggested by current events or will be called out by experience. The interpreting of current events in the light of an overruling Providence or in the light of duty or of opportunity for service may be one of the truest and best modes of spiritual teaching, for spiritual teaching is aiding the pupil to solve his moral problems.

A series of missionary stories, or studies of some of the great hymns, dramatic readings of some of the great stories of the Bible by the pupils, are some of the ways a few minutes may be occupied in the assembly

of the school. The missionary boards are preparing five-minute missionary programs which are designed to fill this period.

The program demands and will reward thought. It must be carefully planned that it may be fitting and worthy and properly timed. The worship period should not be longer than from ten to fifteen minutes. It should be marked by variety without confusion, by brightness without excitement, by seriousness without sentimentality.

The elements of worship, broadly speaking, are five in number: The music, the prayers, the readings, the offerings, and the address. All of these elements need not be introduced in every act of worship, nor would they occur necessarily in any given order. The aim is to secure the spontaneous elevation of the heart in acts of praise, meditation, aspiration, prayer, or the dedication of gifts, as the needs of the pupil and the occasion may demand.

The worship must have a beginning and this may very fittingly be a prelude on the piano or organ. This should not be long—just long enough to attract the attention of the pupils and to bring them to a realization that the formal session is

**Characteristics
of the Program**

**Elements of
Worship**

The Introduction

about to begin. The value of this method is that it brings the pupils at once into the atmosphere of order and quiet. It seems strange that some superintendents should ever have thought it best to use a loud-toned bell as a signal for order. In the first place it is unwise to attempt to secure silence by making a noise, and in the second place the sharp sound of a gong is irritating to the nerves and can never serve as a fitting preparation for an act of worship.

The two programs which follow are intended to show how the elements of worship may be correlated, and are suggestive merely. The first is
Suggestive Programs outlined for all members of the school above the Primary, and may be used when there is no separate room for the Junior department, and the children nine to twelve years old are therefore compelled to meet with the other grades. In such a case the superintendent would wish, at least once a month, to give the Juniors some part in the service. The program given here would be suitable for use the last Sunday in April, and features some of the first year memory work.

God's Care

Prelude.

Opening Sentences: Psalm 51. 15.

Leader: "O Lord, open thou our lips."

School: "And our mouth shall show forth thy praise."

Hymn of Praise. (From memory.)

The Prayer.

Recitation by all the Juniors—Psalm 121.

Responsive Reading by the School, with the Juniors:

Psalm 139. 7-12, closed with the prayer in verses 23, 24.

Hymn (selected).

The second program gives an outline for the session which may be used in the upper grades when the Primary and Junior departments meet in their own rooms.

The Beatitudes of the Kingdom

Prelude.

Opening sentences: Psalm 118. 24; 19. 14.

Memory hymn.

Invocation.

Responsive readings:

The Happiness of Victory—Psalm 1; James 1. 12.

Hymn—"Who is on the Lord's Side?" or "Go Forward, Christian Soldier."

The Happiness of Knowledge—Proverbs 3. 13-18.

The Happiness of Service—Psalm 41. 1, 2; Matthew 25. 34-40.

Hymn—"O Master, Let Me Walk with Thee."

Those Whom Jesus Calls Happy—Matthew 5. 3-10.

Hymn—"O Happy Band of Pilgrims," or "O Lord of Life, of Love, of Power."

An address to the school (if desired).

Intermission for taking records and making announcements.

The offering service.

The lesson period.

The closing service.

A hymn of aspiration and purpose.

Prayer.

The introduction of the graded lessons makes more, not less, important a regular meeting of the teachers and officers. This is one of the unifying forces of the school and the superintendent may find here another unique opportunity. The superintendent in many schools must act as educational director, and as such it is his privilege to plan for the training of the teachers.

**The Workers'
Conference**

The workers' meeting is for the purpose of studying how to teach rather than what to teach. The different teachers' manuals in the graded series give detailed instructions and suggestions regarding the study and presentation of the specific lessons. The manuals for the three lower departments also give directions for the conduct of the departments. No manual can meet all needs, and, besides, teachers need to meet to study principles of teaching and to confer concerning specific problems of method and of administration which are constantly arising. As in the case of the school, as a whole, the bond of unity is not that of a common lesson but of a common work. Graded lessons in no slightest degree conflict with a meeting of the teachers.

A workers' conference has to meet both general and specific problems. Therefore, the session may be

divided into two parts: (1) For the discussion of general topics or the transaction of general business. It were better to delegate to an executive committee all the business possible so as not to get lost in the mass of minor details of administration. All the time that can be secured is needed for the educational problems and tasks. The general period of the teachers' meeting at each session could be given to the consideration of some topic of interest to all. This would be the time for the study of a training course. Occasionally a paper might be presented by one of the teachers upon an assigned topic, or some one from outside might be invited to bring inspiration and new ideas to the teachers.

Parts of this Manual would be a suitable study for any school about to introduce the graded lessons, or for one in which they have been introduced but recently. It would be well to have the programs prepared and issued for several meetings in advance. (2) After the general period, grade or departmental conferences could be held under the direction of the department heads and of the supervisor if there is one. Then all can reassemble for social purposes.

Many schools find it possible for the teachers to meet every week for two hours or less. Some meet for an inexpensive supper, served early in the evening, and take up the program promptly, so as to have the latter part of the evening free for the church prayer meeting or for other engagements. Whatever the time of the

meeting may be, weekly, twice a month, or monthly, the general plan outlined above can be followed.

One problem which faces the superintendent, or whoever is responsible for the supervision of the teachers and the course of study in the **Substitute Teachers** Sunday school, is that of providing substitutes for absent teachers. The fact that in the graded lessons the subject matter is not the same in all the grades makes it essential that provision should be made in advance for filling vacancies. Where the uniform lessons have been in use it has frequently been the custom for the superintendent to depend for substitutes upon the organized Adult Bible Class, and in the moment of need to press some one into service. While this method obtained the actual presence of a teacher, it is doubtful if in many cases the class thus served secured a prepared teacher, as in real teaching more is needed than a mere knowledge of the subject matter. But, however satisfactory such a method may have been, it will not serve the purpose with the graded series of lessons.

Where the graded lessons have been used for any length of time, the superintendents report that the teachers are much more regular than formerly and that in many instances their feeling of responsibility for the proper instruction of their classes has deepened to such an extent that they voluntarily hold themselves accountable for substitutes. While it is en-

couraging to note that more and more there is less need for the service of substitutes, it is, nevertheless, necessary that some plan should be made which will provide a prepared teacher when one is needed.

Several methods of preparing for these emergency calls are used. The first plan, which is ideal and in some schools is quite possible, is for each class to have an associate teacher. This person may be also a member of a training class, chosen from one of the Senior classes, from the organized adult class, or from those not at present connected with the Sunday school in any capacity. Where they are already members of classes they only teach when called upon, but if not regular attendants at Sunday school they may visit the classes as associates as often as they choose, in fact, can share some of the duties of the regular teachers of the classes. But all these associate teachers should be provided with text books (see Chapter XIV) for the grade and class which they have decided to serve. They should study the lesson regularly, and in the case of those already in the school this study would be additional to the regular study in the class in which they are students. By this method these associate teachers are not only always prepared for a specific grade of teaching, but they are more than substitutes, as being assigned to specific classes, they can know the pupils for whom they prepare, can assist the regular teachers along social lines, while the classes have the benefit of two personalities instead of one. Where

this method is followed these associate teachers should be considered members of the Workers' Conference.

A second plan is to select from the senior classes those who seem best qualified for teaching, and ask them to prepare regularly for some one of the lower grades. This study would be in addition to their own study of the senior lessons. Several advantages have been seen where this plan has been followed. Substitute teachers have been available when needed; these senior pupils have gained a fund of valuable information which has deepened their interest in the Bible; and the fact that they have been studying a text book prepared for a specific grade has given them an insight into the methods of teaching. Best of all, perhaps, their interest in the lessons and experiences in substituting have led many of them to desire to prepare themselves to become permanent teachers that they may take regular positions in the school.

While in some classes these senior students make good substitute teachers for the younger intermediate classes, it is wiser, usually, to select a group of teachers from the adult department for substitutes for intermediate and senior classes.

As in the previous suggestion for associate teachers, this plan necessitates providing the textbooks for these students (see Chapter XIV) and if they are considered members of the Workers' Conference their interest in the school will be quickened.

A third plan, which we hope may some time be

the regular method in all schools, is that of a teacher-training class which prepares not only in principles of teaching but also specializes in method. This necessitates a practise class that its members may obtain experience in teaching specific grades, and like the normal classes in our secular schools, the students may have the advantage of helpful and constructive criticism in their preparation. Where this method is in vogue, the substitute question will be taken care of in a practical way.

Pending the full issue of all the Senior courses, not a few schools have allowed an individual class to study the Junior course or the earlier Intermediate courses that they might fit themselves to become teachers in these grades. These have been individual cases, however, and occur only where there has been a great desire for service on the part of the young people and where more permanent plans for teacher training or the preparation of substitutes were not immediately available.

Where the school is fully operated by departments and where the organization within the departments is strong and the teachers and officers are dependable, the substitute question is not liable to trouble the general superintendent of the school to any great extent. Under such circumstances the department makes its own plans for substitute teachers, as suggested in the Manuals prepared for the several departments. The general superintendent of the school

should, however, concern himself that some method of meeting this question is provided.

A most important phase of the educational work is the holding of joint meetings of the teachers and the

Parents' parents at intervals. This should be
Meetings done by departments. The parents should be personally invited to come.

The meeting may be held in the afternoon or evening as may be most convenient. At such meeting the parents can learn how to supplement the teaching of the little ones through forms of play and through stories, or how to guide the reading of the older pupils in such a way that the lessons will be better understood, and a background given for them. By all possible means the cooperation of the home and school must be secured. The home must know what the aims and methods of the school are. The home must see to it that the school work is done and its discipline is sustained. The Sunday school must be invested with the same dignity as that which clothes the day schools.

CHAPTER XIV

THE WORK OF THE SECRETARY IN A GRADED SCHOOL

THE school records have their value in their wise use as inspiration and spurs to scholar, teacher, and superintendent. They should indicate the profit and loss of the concern, points of leakage and of salvage. The superintendent should stand close to his secretary. Together they should strive for honesty in enrolment, for an attendance that shall steadily bridge the gap between it and the school enrolment, for quality in the work accomplished, and for the largest enrolment that can be effectively cared for.

FRANK L. BROWN.

CHAPTER XIV

THE WORK OF THE SECRETARY IN A GRADED SCHOOL

In every Sunday school, however small, it is necessary to keep a record of certain facts and to prepare

Special Records from time to time reports as to the condition of the school. The facts which must be recorded depend upon the report which should be made annually to the Denominational Board, to the local church officials, and to the superintendent as he may require them. Whether simple or complex will depend upon the type of administration and the educational work which the school attempts.

In a school using a graded system of lessons it is necessary to record the educational progress of the pupil as he passes from grade to grade and from department to department.

It is also wise to have a system for the ordering and preserving of the graded lesson supplies which in a large measure become the permanent equipment of the school. In these two particulars the records differ from those which should be kept in a Sunday school using the uniform lessons.

The position of secretary is one of utmost im-

portance; he is the custodian of the records from which the officers should be able to secure, at any time, such information as will enable them to know existing conditions and to formulate such plans as will increase the general efficiency of the school.

**Importance of
the Office**

The secretary is the superintendent's right-hand man. When practicable these officials, with their assistants, should meet at regular intervals to plan their work. On Sunday they are necessarily limited for time, as their positions require a great amount of work during the school session. Therefore, all work that does not relate to the ordinary duties of the day should be reserved for consideration at their regular meetings.

The secretary should have a perpetual calendar in the form of a card system. This is a reminder of the things to be done and when to do them.

**Perpetual
Calendar**

An ordinary blank card, size five by three inches, will serve the purpose. A separate card should be used to record each phase of the work—such as when to order lesson books for the pupils and teachers, printed forms of various kinds that are constantly in use—when to mail notices for meetings and special days; when to make up special reports of membership, offerings, etc., and such other information as will be required each year at various seasons. These cards should be filed between monthly guide

cards. The system will aid a secretary in planning his work in advance.

The secretary and his assistant should be at the school at least one-half hour before the session starts, distribute the class records, etc., before

**His Duties on
Sunday**

the opening service, take the attendance of officers, teachers, and pupils before the lesson begins, give list of absent teachers to the superintendent so that substitutes may be provided. Classes should never be disturbed during the teaching of the lesson.

The secretary should remain at his post, so as to be within the call of anyone who may require his services. During the teaching of the lesson the report of the day can be made up and given to the superintendent for any use he may wish to make of it. No one should change the records of the classes or school except the secretary, who is there for that purpose. If a teacher sees that a change is necessary he should call the attention of the secretary to this fact, as otherwise it would be impossible to have an accurate record.

In a large graded school there is a great deal of work to be done in keeping the records and it is necessary

**Duties of
Assistant
Secretaries** that a secretary divide this branch of the work by securing as many assistants to aid him as are necessary to do the work efficiently. In a small school all of this work would be done by one person.

His first assistant should be thoroughly familiar with all the details of the office, so that in case of the secretary's absence the work can go on without any interruption.

The second assistant should have charge of the enrolment records; enter the names, and other data, on the school records when the pupils join, and on the class record when the pupil is assigned to a class, or transferred from one class or department to another, or when the person joins another school. He also transfers each year the pupil's class record to the enrolment card.

Another assistant looks after the attendance of pupils by examining the class records each week, making a list of the pupils who are absent, sending notices to such pupils, and informing visitors or teachers so that the absentees may be called upon. This, however, would be necessary only in schools where this work was not cared for within the departments. In large schools each department has its own secretary who attends to the work here outlined.

Another assistant has charge of all the supplies—lesson books, class books, etc. He distributes to each department each Sunday before the school session begins whatever books are required for the use of teachers and pupils, and provides new pupils with textbooks.

The registration blank, which is to be signed by the

parents or pupil, should contain space for the name, address, date of birth, date of baptism, date when enrolled, class number, department, grade in the public school, whether or not a church member; parents' names, and their church relations, and Sunday school formerly attended. In many cases the younger children are unable to answer all the questions required and it is only by having the parents fill out this blank that accurate information can be secured. Unless this is done the secretary will constantly find discrepancies in the record as the pupils become older.

The enrolment record, upon which to enter the names of officers, teachers, and pupils, should be in the form of a card system, as that is compact, can be alphabetically arranged, is up to date, perpetual, and will last, unless destroyed, as long as the person whose name it bears is a member of the school.

This enrolment card should have the same information as the registration blank; also date of withdrawal and cause.

It can be used for officers, teachers, and pupils, a different-colored card being used for each.

On the reverse side of the enrolment card should be recorded the record of the pupil's standing in the school. This record is taken from the class record annually. There should be at least six divisions on

this card: 1. School attendance; 2. Daily Bible reading, or home work; 3. Offerings; 4. Punctuality; 5. Church attendance; 6. Blank column to be used for special purposes.

Class records are of various kinds and each school prefers the one best adapted to its needs. Some use cards while others use a loose-leaf system or bound books.

For the Cradle Roll and Beginners' and Primary departments a special record has been designed, wherein can be recorded some of the information used on the enrolment cards, also the fact that birthday greetings have been sent, visits made, and such other information as it is desirable to preserve.

For the grades above the Primary the class records should contain, for the convenience of the teachers, part of the information on the enrolment card. They should also provide space each Sunday for the following facts: 1. School attendance; 2. Daily Bible reading, or home work; 3. Offering; 4. Punctuality; 5. Church attendance; 6. A blank space for special purposes.

A numerical system of credits should be adopted so that the pupils may be properly marked for the work done.

This record is transferred annually to the enrolment card after which it can be destroyed, as the enrolment card will contain a complete history of the pupil.

**Duplicate Class
Record**

A duplicate set can be made and arranged, according to classes, so that if the class record is lost another can be made.

Birthday Record

Another set can be made and arranged by months if it is desired to recognize the birthdays by sending a card or note.

The membership record should have a space for numerals representing the class in the department or grade, odd numbers for boys' classes and even numbers for girls' classes; space for the teacher's name and address and a number of columns in which can be inserted numerals, showing the membership of the class at the beginning of the school year, new pupils assigned or transferred to that class from some other class, those who have been transferred out of the class, and those who have left; also a column showing the average year of birth of the members of the class.

**Membership
Records**

By this card the secretary can tell in a moment the membership of any class in the department or of the entire school, and whether or not the school membership is increasing or decreasing. From it the officer who assigns pupils to classes can tell the average age of the members of each class, as well as the membership of that class, which will enable him to assign the pupil to the proper grade and class. It will also serve as a mailing list when sending notices to teachers.

The record, which represents the data of the Sunday session, should show, by departments, the attendance of officers, teachers, visitors, and pupils, male and female, the amount of the day's offering, new pupils, and those who have withdrawn, also a comparative record for the same Sunday of the previous year.

This will assist the officers whenever the attendance is poor or the amount of offering very low to find out in what particular section the falling off is, so that they may immediately plan for correcting the defect. The card should also record the date of the Sunday, the name of the person who had charge of the services, when the service began, the hymns sung, the time allowed for the lesson, list of notices of the day, and the time of the closing of the service; as well as the condition of the weather. On the reverse side of the card can be recorded such other information as may be required.

For meetings of the School Board and for special days a separate record should be kept, as in after years this becomes interesting history of the school.

Each school ought to notify the parents of the standing of their children in the school. For this purpose a card, giving the name of the pupil, department and class of which he is a member, the number of Sundays present—early or late—the number of Sundays absent, the amount of the offering, church attendance, and the

School Record

**Pupil's Report
Card**

standing attained in lesson study. This card should be sent out quarterly. The use of it keeps the parents in touch with the activities of their children in the school and helps to promote efficiency by securing the cooperation of the parents.

A very useful card is the one sent to the absentees. It is a kindly reminder that the absence of the pupil is noticed and felt by the class, with the request that in case of illness the teacher or the superintendent be notified so that a visit can be made. The card also has space for calling attention to next Sunday's lesson.

The visiting or vacation card is used during the summer or when the pupils are away from home, and attend some other school. This card is sent by the school where the pupil is visiting to the home school, informing them of the pupil's attendance at their school. This information is necessary where a perfect record of attendance is desired.

The transfer blank is used where pupils are transferred from one school to another. Each certificate has three perforated coupons on a stub. Two coupons are given to the pupil in case of removal, one serving as an introduction, while the other is to be returned to the school issuing it. The third is sent to the school by the secre-

tary as a reminder that a transfer certificate has been issued, and if not presented an effort should be made to secure the transferred pupil. On the stub remaining in the book a record of the transfer is kept.

The textbooks and manuals prepared for the use of teachers using the graded lessons are intended to be permanent. The secretary, or the
**Record of
Supplies** assistant in charge of supplies, should plan, therefore, so that these books can be used in succeeding years. The equipment for the pupils in all grades must be renewed from year to year, but left over material can be used the next year with other pupils. A record should be kept of the textbooks given out each quarter as well as a record of the stock in hand and usable. This applies to all the grades. Where care is taken in ordering and where the stock is cared for, schools find the cost of supplying the school with graded lessons greatly reduced. (See Chapter XV.)

Any good library system can be followed. An envelope pasted on the inside of the last cover page to hold a library card and the books stamped with the name of the school will impress the teachers with the fact that the books are not their personal property. The books should be returned to the secretary of supplies at the end of the quarter, or application made for a renewal if the teacher desires to retain it longer. In all grades it is essential that each teacher should

also be supplied with one copy of the pupil's material, and this fact must be taken account of both in the records and in ordering supplies. For record purposes an ordinary ruled card, size five by three inches, would serve the purpose. On the front of the card write the name of the book, the grade, the year, and the part, and on the reverse side keep a record of the date and the number of copies delivered to the pupils or teachers, so that you can tell at any time whether or not each class or teacher has received all the supplies they are entitled to. In some schools, after a class has received its supply, additional copies can be secured only by paying for them.

That the supplies may be received by the school in advance of their use, the secretary should obtain from the secretaries of the several departments the number and kind of supplies required, and forward the order promptly. He should first look over his own stock and order only what he cannot supply from those already on hand.

As substitute teachers should be supplied with books in accordance with the plans of the school (see Chapter XIII) provision should also be made for a record of supplies forwarded to them.

The picture equipment is also permanent and while the mounting and care of the pictures perhaps more properly belongs to the department or class in which they are used, as so many schools are not equipped with closets or cabinets for storing them, it frequently

happens that they can be better cared for by the secretary of supplies. Where this condition exists, the records must provide for the pictures as well as the textbooks.

A school should provide a cabinet where the secretary can store the lesson books, class books, etc., used by teachers and pupils, and the various printed forms constantly in use. This cabinet should contain a number of shelves, and each shelf should bear labels showing the contents of that shelf—such as “Junior Pupil’s Book for Work and Study, year one, part one,” etc.

How to Store Supplies

A complete set of lesson books, as used by teachers and pupils, as well as the various printed forms, etc., used in the school, should be kept on file for ready reference.

There should always be on hand a fair supply of the books constantly in use—so that in case a new teacher or pupil is enrolled the necessary books can be supplied immediately.

In addition to this there should always be on hand a supply of the various printed forms used.

CHAPTER XV

COST OF THE GRADED LESSONS

THE wise man who is planning to buy implements with which to do an important task counts the cost in dollars and cents, but realizes always that the more important question relates not to the price of the tools, but to their fitness for the work he has in hand.

In the International Course of Graded Lessons the Church has been given a tool of unquestioned value for use in its great work of educational evangelism. The cost of these lessons in dollars and cents is set forth in the following pages, as are also the reasons why the Church cannot afford to count the cost in financial terms alone.

CHAPTER XV

COST OF THE GRADED LESSONS

There is no question that the introduction of the graded lessons into any school which has been using the uniform lesson system will mean at first an increase in the amount that must be expended for lesson helps, especially at first. This is a necessity, for the textbooks for teachers and pupils are prepared with a view to permanency. There has been also a large expenditure for the pictures, charts, and maps, which add materially to the educational value of the helps.

**An Increased
Expense**

It must be remembered, however, that the matter of providing helps for pupils and teachers cannot justly be settled on a financial basis. The question to be faced is, "What is the best available system of religious instruction for our children and young people?" When that question is answered, it is the duty of the church to provide the best helps for the teachers and the best textbooks for the pupils.

From the point of view of returns to the church,

if there were no higher reason, it would be a matter

A Twentieth

Century

Miracle

of good policy for the church to provide liberally for the upbuilding of its school.

For the Sunday school is the most efficient organization on the face of the earth, when viewed in the light of returns made for investment. The efficiency of any enterprise is to be judged by the result that comes from it in proportion to the amount of energy, time, and thought that are given to it. The Church is getting from the Sunday school: 95% of its ministers, 85% of all its members, and 95% of all church workers. More than this, 75% of all church organizations have grown out of Sunday schools. The Church invests in the Sunday school, it is estimated, 10% of the time of its pastors, and 10% of the time of all church workers. This is undoubtedly a very high estimate when it is remembered that thousands of church workers in the missionary and ladies' aid societies devote days of time each month for at least ten months of the year to their enterprises, while the vast majority of Sunday school teachers give only one hour a week to teaching, and possibly an equal amount of time to studying the lesson. *In money, the Church invests less than 1% of all its contributions.* Some one has said that the nearest approach to a miracle seen in these days is the returns that the Sunday school makes to the Church for the amount the Church invests in it, and in the light of the figures given above this does not seem to be an extreme statement.

The Christian Church condemns emphatically the point of view of parents who sacrifice the highest interests of their children in order to make of them a source of income. How, then, can the Church consistently assume a similar attitude toward its own children? Unfortunately the anomaly is still sometimes seen, for there are some churches which not only do not support their own schools, but expect the school to contribute to the expenses of the parent institution. If these churches were so poor as to be absolutely unable to provide for their children it would be another matter, but this is not usually the case. There are thousands of churches which are spending large sums for music and who give liberally to missions and philanthropic causes, who are not contributing anything toward the education of the children under their care. It is as true now as it was in Saint Paul's day that "If any provideth not for his own, and especially his own household, he hath denied the faith, and is worse than an unbeliever."

In the Year Book of the Board of Sunday Schools and Sunday School Publications for 1910, Dr. McFarland made an estimate of the equipment required for an average school of 300, and then said:

"This is a much more complete equipment than the great majority of schools provide, but the expense represents only about one and one fourth cents per capita for each Sunday. This does not look like extreme extravagance. Possibly we have trained our-

selves into an unwarrantable economy in providing for the work of the Sunday schools. It is our conviction that many of our schools cut down to their own great hurt their expenses in providing the needed literature in their ambition to raise a large amount of money for benevolent causes. We are thoroughly in sympathy with missions and all the other benevolences of our Church, but the first duty of a Sunday school is to provide for its own educational needs, enabling it to do first-class work as a school. The first business of a Sunday school certainly is to teach. Raising money for benevolences is incidental and should never interfere with the essential work for which the school is organized."

There is another and more imperative reason than any yet given why the Church should devote more time and money to its training work. As has been shown, the Sunday school, from the point of view of the Church, is efficiency personified. But judged by what the Sunday school is meant to accomplish, its failures are not only serious, they are alarming. Children in their earliest years are found in all our schools. We have every opportunity to influence them in the most impressionable period of life, and yet out of every five enrolled we have allowed three to drift out into the world, lost to the Church, and, so far as our influence is concerned, untouched by vital Christianity. It would be criminal to allow this state of things to continue, if the loss could in any way be prevented. There is now ample

**The Weakness
of the Sunday
School**

evidence that the schools which have introduced the international graded lessons, under conditions favorable to their proper use, are accomplishing the work which the Sunday school is set to do, and are bringing the children into conscious relations with the Lord Jesus Christ as their Saviour, and into fellowship with the Church.

Chart No. 3 in the Appendix shows the classification and departmental divisions in a school having an enrollment of 220, including teachers and officers. If that school were using the uniform system all through, providing the best helps available, the expense would be as follows:

Beginners—

1 Primary Teacher	\$0.40
1 Sunday School Journal.....	0.50
10 Lesson Picture Cards.....	1.00
1 Picture Roll	3.00

Primary—

5 Primary Teachers	\$2.00
5 Sunday School Journals	2.50
30 Primary Quarterlies	3.60
1 Picture Roll	3.00

————— \$4.90

Junior—

7 Sunday School Journals	\$3.50
*41 Boys' and Girls' Quarterlies...	4.92
1 Picture Roll	3.00

————— \$11.10

————— \$11.42

* Pupils' textbook provided for each teacher.

Intermediate—

6 Sunday School Journals	\$3.00	
*61 Intermediate Quarterlies	7.32	
		————\$10.32

Senior—

5 Sunday School Journals	\$2.50	
*37 Senior Quarterlies	7.40	
		————\$9.90

Adult—

2 Sunday School Journals	\$1.00	
*28 Adult Class Monthlies	11.20	
		————\$12.20

Total.....\$59.84

Adding story papers for all grades under the Adult would make the total \$116.34, or about 62 cents a year for each pupil.

Chart 4 in the back of the book shows the graded helps that would be needed for the same school and gives the cost for the first year. The **Graded Lesson Expense** total for all departments, including a copy of the pupil's book, as well as the teacher's textbook for every teacher, a copy of the Bible Study Magazine for all teachers and officers, and story papers for all grades up to the Adult, is \$183.43—an average of 98 cents a year, less than two cents a week, for each pupil. The next year, if the size of the school remained the same, the average cost per pupil would be a little more than 86 cents for the year,

* Pupil's textbook provided for each teacher.

since the teachers' textbooks and the pictures for class use are permanent when once purchased. But the church introducing the lessons should neither expect nor wish to keep the expense down to the first cost, for the invariable effect of the use of the lessons is an increase in membership and consequent addition to the amount required to maintain the school.

The truth is that the educational work of the church cannot be done as it should be unless the church supports the Sunday school, and permits the Sunday school to give to everything to which the church contributes money. When this is done the Sunday school takes its proper place upon the budget of the church as one of its greatest, indeed, its most important, enterprise. The children of to-day are the church of to-morrow, and what that church shall be in intelligence and spiritual power depends largely upon the work that is done in the Sunday school to-day.

If the church could be broad-visioned enough to see what the importance of this work really is it would never rest until it had a building in which to house its Sunday school, constructed with the educational aim in mind, equipped with pictures, sand maps, and all of the latest teaching helps, a corps of trained teachers, a library of reference books for the teachers, and pro-

**Support
Necessary**

**Better Buildings
and Equipment**

visions for sending the teachers to teacher training institutes and schools of methods. All of these things require money, but the church may as well face the situation as it is, and realize before it is too late that unless money is expended, not simply for the best lesson helps, but to fit teachers to instruct the children as they should be taught, and to provide buildings in which the work of religious education can be conducted, the church of to-day will fail miserably in measuring up to its manifest responsibility, and the church of tomorrow will be hopelessly handicapped in its work.

APPENDICES

APPENDIX A

PURPOSE, AIMS, AND MATERIAL OF THE INTERNATIONAL GRADED LESSON COURSE

PURPOSE

The purpose of the Graded Lessons is: To meet the spiritual needs of the pupil in each stage of his development. The spiritual needs broadly stated are these:

1. To know God as he has revealed himself to us in his Word, in nature, in the heart of man, and in Christ.
2. To exercise toward God, the Father, and his Son, Jesus Christ, our Lord and Saviour, trust, obedience, and worship.
3. To know and do our duty to others.
4. To know and do our duty to ourselves.

BEGINNERS

(Approximate age of pupils, 4 and 5)

To lead the little child to the Father by helping him:

1. To know God, the heavenly Father, who loves him, provides for, and protects him.
2. To know Jesus, the Son of God, who became a little Child, who went about doing good,

Aim

and who is the Friend and Saviour of little children.

3. To know about the heavenly home.
4. To distinguish between right and wrong.
5. To show his love for God by working with him and for others.

Simple Bible Stories from the Old and New
Material Testaments. Arranged by themes.
 Selected for use with little children of
 kindergarten age.

PRIMARY

(Approximate age of pupils, 6, 7, and 8)

To lead the child to know the heavenly Father, and to inspire within him a desire to live as God's child:

Aim 1. To show forth God's power, love, and care, and to awaken within the child responsive love, trust, and obedience.

2. To build upon the teachings of the first year (1) by showing ways in which children may express their love, trust, and obedience; (2) by showing Jesus the Saviour in his love and work for men; and (3) by showing how helpers of Jesus and others learn to do God's will.

3. To build upon the work of the first and second years by telling (1) about the people who chose to do God's will; (2) how Jesus, by his life and words, death and resurrection, revealed the Father's love and will for us; (3) such stories as will make a strong appeal to the child and arouse within him a desire to choose and to do that which God requires of him.

A topical course arranged by groups under related themes:

- Material**
1. Stories telling of God's Power, Love, and Care.
 2. Stories calling forth Love, Trust, and Obedience. Picturing Jesus in his life and work. Missionary Stories of the Helpers of Jesus.
 3. Stories showing Obedience to God's will. Jesus doing God's will. Temperance lessons.

JUNIOR

(Approximate age of pupils, 9, 10, 11, and 12)

To lead the child to become a doer of the Word, and to bring him into conscious relations with the

Aim Lord Jesus Christ as his Saviour.

1. To awaken an interest in the Bible and a love for it; to deepen the impulse to choose and to do right.
2. To present the ideal of moral heroism; to reveal the power and majesty of Jesus Christ, and to show his followers going forth in his strength to do his work.
3. To deepen the sense of responsibility for right choices; to show the consequences of right and wrong choices; to strengthen love of the right and hatred of the wrong.
4. To present Jesus as our Example and Saviour; to lead the pupil to appreciate his opportunities for service and to give him a vision of what it means to be a Christian.

Arranged chronologically by periods in the first two years. In the last two years the chronological sequence is unbroken, except when a topical course on Temperance is introduced.

Material

1. Early Old Testament Stories. Stories that Jesus Told.
2. Conquest and Settlement of Canaan. Stories from the Life of Jesus, from the lives of Apostles and of later Missionaries.
3. Stories from Hebrew History—Saul to Nehemiah. Temperance Studies. Stories of the Maccabean Heroes. Introduction to the Life of Christ.
4. The Gospel by Mark. Studies in the Acts. Stories of Later Missionaries. Studies about Our Bible and How it Came to Us.

INTERMEDIATE

(Approximate age of pupils, 13, 14, 15, and 16)

To lead to the practical recognition of the duty and responsibility of personal Christian living, and to organize the conflicting impulses of life so as to develop habits of Christian service.

Aim

1. To present the ideals of heroic living, as exemplified by leaders of Israel who were inspired by faith in Jehovah, and as exemplified by North American leaders of like faith.
2. To present the ideals of the Christian life, as exemplified by leaders whom Jesus inspired in his own and succeeding ages.
3. (a) To set before the pupil, through a biographical study of Jesus Christ, the highest possible ideals of Christian living in aspects and forms to which the

impulses of his own nature may be expected to respond; (b) to lead the pupil to accept Jesus as his personal Saviour and the Master of his life.

4. (a) To strengthen and encourage those young people who have decided to live the Christian life and to help others to accept Jesus as their personal Saviour. (b) To lead young people into a sympathetic and intelligent attitude toward the Church and to help them to seek membership in it. (c) To awaken an interest in Bible reading and study as a means of personal spiritual growth.

The treatment here is biographical and historical.

1. Leaders of Israel. Religious Leaders in North America.

Material 2. Early Christian Leaders. Later Christian Leaders. A Modern Christian Leader.

3. The Life of the Man Christ Jesus. The Life of David Livingstone.

4. Fundamental Principles of the Christian Life. The Organization of the Christian Life—The Church. The Text Book of the Christian Life—The Bible.

SENIOR

(Approximate age of pupils, 17, 18, 19, and 20)

1. To lead the pupil to see life in proper perspective from the Christian point of view, and to aid him in finding his place and part in the world's work. To lead the pupil, through frank confidence in himself, his limitations, and his relations to the Kingdom of God, to a realization of the claims of Christ as Saviour and Lord, and of his service as the true basis of successful living.

Aim

2. To awaken in young men and women a permanent interest in the development of religion as reflected in the history and literature of the Hebrew people. To relate the studies of this year to the personal religious life of the individual student.

3. To awaken in young people an abiding interest in the New Testament, and appreciation of its fundamental importance to the Christian faith, and a realization of its practical value to them as a guide in Christian conduct.

4. To show the gradual transformation of the world through the progress of the gospel; to interpret Christian history as the unfolding and outworking of the spirit of Christ; to acquaint the student with the religious heritage of Christendom; to relate him to the modern world-movements of Christian evangelism, brotherhood, and social service.

The emphasis in the Senior period is both social and historical.

Material 1. The World as a Field for Christian Service.

2. Survey of the Old Testament.

3. Survey of the New Testament.

4. Church History from Apostolic Times to the Present.

APPENDIX B

A GRADED LESSON SCHEME FOR A SUNDAY SCHOOL WITH ONLY SIX TEACHERS

Let A, B, C, D, E, F stand for the six teachers respectively.

Let existing (or prospective) lesson courses be designated as follows:

- Ka. A year's course intended for Beginners aged 4 years.
- Kb. A second year's course intended for Beginners aged 5 years.
 - I. A year's course intended for First Year Primary, age 6 years.
 - II. A year's course intended for Second Year Primary, age 7 years.
 - III. A year's course intended for Third Year Primary, age 8 years.
 - IV. A year's course intended for First Year Junior, age 9 years.
 - V. A year's course intended for Second Year Junior, age 10 years.
 - VI. A year's course intended for Third Year Junior, age 11 years.
 - VII. A year's course intended for Fourth Year Junior, age 12 years.
 - VIII. A year's course intended for First Year Intermediate, age 13 years.
 - IX. A year's course intended for Second Year Intermediate, age 14 years.
 - X. A year's course intended for Third Year Intermediate, age 15 years.
 - XI. A year's course intended for Fourth Year Intermediate, age 16 years.
 - XII. A year's course intended for First Year Senior, age 17 years.
 - XIII. A year's course intended for Second Year Senior, age 18 years.
 - XIV. A year's course intended for Third Year Senior, age 19 years.
 - XV. A year's course intended for Fourth Year Senior, age 20 years.
 - XVI. Any Adult course.

Then a permanent system, in which (ultimately) every pupil will get every year's work in its proper order, can be arranged as follows: According to this plan, a teacher remains with a particular group of pupils no more than three years. Pupils will not be admitted under five years of age.

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APPENDIX B—CHART I

GRADED LESSON SCHEME FOR A SUNDAY SCHOOL WITH ONLY SIX TEACHERS

Years 1915-1918, Etc.	Years 1916-1919, Etc.	Years 1917-1920, Etc.
1 Pupils 5 years old LESSONS Ka TEACHER A	2 Pupils 5 and 6 LESSONS Kb TEACHER A	3 Pupils 5, 6, and 7 LESSONS I TEACHER A
4 Pupils 6, 7, and 8 LESSONS II TEACHER B	5 Pupils 7, 8, and 9 LESSONS III TEACHER B	6 Pupils 8, 9, and 10 LESSONS IV TEACHER B
7 Pupils 9, 10, and 11 LESSONS V TEACHER C	8 Pupils 10, 11, and 12 LESSONS VI TEACHER C	9 Pupils 11, 12, and 13 LESSONS VII TEACHER C
10 Pupils 12, 13, and 14 LESSONS VIII TEACHER D	11 Pupils 13, 14, and 15 LESSONS IX TEACHER D	12 Pupils 14, 15, and 16 LESSONS X TEACHER D
13 Pupils 15, 16, and 17 LESSONS XI TEACHER E	14 Pupils 16, 17, and 18 LESSONS XII TEACHER E	15 Pupils 17, 18, and 19 LESSONS XIII TEACHER E
16 Pupils 18, 19, and 20 LESSONS XIV TEACHER F	17 Pupils 19, 20, and 21 LESSONS XV TEACHER F	18 Pupils 20, 21, and 22 LESSONS XVI TEACHER F

To see what will be done in a particular year, follow a column downward. To trace the course of a pupil through successive years, follow the corner numerals.

APPENDIX B—CHART 2

A GRADED LESSON SCHEME FOR A SCHOOL WITH ONLY SEVEN TEACHERS

The following alternative scheme divides the sexes near the beginning of adolescence. A seventh teacher would be required a part of each four-year period.

1915, 1919, Etc.	1916, 1920, Etc.	1917, 1921, Etc.	1918, 1922, Etc.
		1 All Pupils 5 LESSONS SELECTED TEACHER A	2 All Pupils 5, 6 LESSONS Ka TEACHER A
3 All Pupils 5, 6, 7 LESSONS Kb TEACHER B	4 All Pupils 6, 7, 8 LESSONS I TEACHER B	5 All Pupils 6, 7, 8, 9 LESSONS II TEACHER B	6 All Pupils 7, 8, 9, 10 LESSONS III TEACHER B
7 All Pupils 8, 9, 10, 11 LESSONS IV TEACHER C	8 All Pupils 9, 10, 11, 12 LESSONS V TEACHER C	9 All Pupils 10, 11, 12, 13 LESSONS VI TEACHER C	10A Girls 11, 12, 13, 14 LESSONS VII TEACHER C
11B Boys 12, 13, 14, 15 LESSONS VIII TEACHER D	13B Boys 13, 14, 15, 16 LESSONS IX TEACHER D	13B Boys 14, 15, 16, 17 LESSONS X TEACHER D	10B Boys 11, 12, 13, 14 LESSONS VII TEACHER D
11A Girls 12, 13, 14, 15 LESSONS VIII TEACHER E	12A Girls 13, 14, 15, 16 LESSONS IX TEACHER E	13A Girls 14, 15, 16, 17 LESSONS X TEACHER E	14A Girls 15, 16, 17, 18 LESSONS XI TEACHER E
15B Boys 16, 17, 18, 19 LESSONS XII TEACHER F	16B Boys 17, 18, 19, 20 LESSONS XIII TEACHER F	17B Boys 18, 19, 20 LESSONS XIV TEACHER F	14B Boys 15, 16, 17, 18 LESSONS XI TEACHER F
15A Girls 16, 17, 18, 19 LESSONS XII TEACHER G	16A Girls 17, 18, 19, 20 LESSONS XIII TEACHER G	17A Girls 18, 19, 20 LESSONS XIV TEACHER G	18 Mixed 19, 20 LESSONS XV TEACHER G

To see what will be done in a particular year, follow a column downward. To trace the course of a pupil through successive years, follow the corner numerals. Beginning with No. 10A indicates the girls' classes and B the boys'.

If eight classes can be formed, use the first plan, but divide boys and girls into Groups D and E, and make the last Group a mixed class.

If nine classes can be formed, use the first plan, and divide Groups D, E, and F.

Whichever scheme is followed, give each group a name. "Class A," "Class B," etc., would be better than "Miss M's Class," "Mr. N's Class."

Each group will then change its name once in three or four years.

This gives opportunity for formal promotion exercises of the whole school, which should be held at the beginning of the new year.

In the intervening years, each group should have its own promotion exercises at the beginning of the year.

When Lessons XV have been completed, let formal graduation exercises be held.

2. To awaken in young men and women a permanent interest in the development of religion as reflected in the history and literature of the Hebrew people. To relate the studies of this year to the personal religious life of the individual student.

3. To awaken in young people an abiding interest in the New Testament, and appreciation of its fundamental importance to the Christian faith, and a realization of its practical value to them as a guide in Christian conduct.

4. To show the gradual transformation of the world through the progress of the gospel; to interpret Christian history as the unfolding and outworking of the spirit of Christ; to acquaint the student with the religious heritage of Christendom; to relate him to the modern world-movements of Christian evangelism, brotherhood, and social service.

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 - VIII. A year's course intended for First Year Intermediate, age 13 years.
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 - XII. A year's course intended for First Year Senior, age 17 years.
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7 Pupils 9, 10, and 11 LESSONS V TEACHER C	8 Pupils 10, 11, and 12 LESSONS VI TEACHER C	9 Pupils 11, 12, and 13 LESSONS VII TEACHER C
10 Pupils 12, 13, and 14 LESSONS VIII TEACHER D	11 Pupils 13, 14, and 15 LESSONS IX TEACHER D	12 Pupils 14, 15, and 16 LESSONS X TEACHER D
13 Pupils 15, 16, and 17 LESSONS XI TEACHER E	14 Pupils 16, 17, and 18 LESSONS XII TEACHER E	15 Pupils 17, 18, and 19 LESSONS XIII TEACHER E
16 Pupils 18, 19, and 20 LESSONS XIV TEACHER F	17 Pupils 19, 20, and 21 LESSONS XV TEACHER F	18 Pupils 20, 21, and 22 LESSONS XVI TEACHER F

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1915, 1919, Etc.	1916, 1920, Etc.	1917, 1921, Etc.	1918, 1922, Etc.
		1 All Pupils 5 LESSONS SELECTED TEACHER A	2 All Pupils 5, 6 LESSONS Ka TEACHER A
3 All Pupils 5, 6, 7 LESSONS Kb TEACHER B	4 All Pupils 6, 7, 8 LESSONS I TEACHER B	5 All Pupils 6, 7, 8, 9 LESSONS II TEACHER B	6 All Pupils 7, 8, 9, 10 LESSONS III TEACHER B
7 All Pupils 8, 9, 10, 11 LESSONS IV TEACHER C	8 All Pupils 9, 10, 11, 12 LESSONS V TEACHER C	9 All Pupils 10, 11, 12, 13 LESSONS VI TEACHER C	10A Girls 11, 12, 13, 14 LESSONS VII TEACHER C
11B Boys 12, 13, 14, 15 LESSONS VIII TEACHER D	13B Boys 13, 14, 15, 16 LESSONS IX TEACHER D	13B Boys 14, 15, 16, 17 LESSONS X TEACHER D	10B Boys 11, 12, 13, 14 LESSONS VII TEACHER D
11A Girls 12, 13, 14, 15 LESSONS VIII TEACHER E	12A Girls 13, 14, 15, 16 LESSONS IX TEACHER E	13A Girls 14, 15, 16, 17 LESSONS X TEACHER E	14A Girls 15, 16, 17, 18 LESSONS XI TEACHER E
15B Boys 16, 17, 18, 19 LESSONS XII TEACHER F	16B Boys 17, 18, 19, 20 LESSONS XIII TEACHER F	17B Boys 18, 19, 20 LESSONS XIV TEACHER F	14B Boys 15, 16, 17, 18 LESSONS XI TEACHER F
15A Girls 16, 17, 18, 19 LESSONS XII TEACHER G	16A Girls 17, 18, 19, 20 LESSONS XIII TEACHER G	17A Girls 18, 19, 20 LESSONS XIV TEACHER G	18 Mixed 19, 20 LESSONS XV TEACHER G

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If nine classes can be formed, use the first plan, and divide Groups D, E, and F.

Whichever scheme is followed, give each group a name. "Class A," "Class B," etc., would be better than "Miss M's Class," "Mr. N's Class."

Each group will then change its name once in three or four years.

This gives opportunity for formal promotion exercises of the whole school, which should be held at the beginning of the new year.

In the intervening years, each group should have its own promotion exercises at the beginning of the year.

When Lessons XV have been completed, let formal graduation exercises be held.

APPENDIX C

GRADED SUNDAY SCHOOL LESSONS

INTERNATIONAL COURSE

LESSON YEAR BEGINS OCTOBER FIRST

THE BEGINNERS' GRADED SERIES—(Course complete in Two Years)

FIRST YEAR'S LESSONS

PUPILS UNDER 6 YEARS OF AGE BEGINNERS' TEACHER'S TEXT BOOK, \$1.00 a year, in four parts, 25 cents a part.

 LARGE PICTURE CARDS FOR USE OF THE TEACHER ($9\frac{1}{2} \times 12\frac{1}{2}$ inches), issued quarterly, \$2.00 a year. The number of pictures varies with the quarters, and the quarterly prices are: First 55 cents, second 50 cents, third 55 cents, fourth 40 cents.

BEGINNERS' STORIES. (For Pupil.) Issued quarterly. Single subscriptions, 30 cents a year. School subscriptions, 25 cents a year, $6\frac{1}{4}$ cents a quarter.

SECOND YEAR'S LESSONS

BEGINNERS' TEACHER'S TEXT BOOK, \$1.00 a year, in four parts, 25 cents a part.

LARGE PICTURE CARDS: for use of the teacher, gravure process ($9\frac{1}{2} \times 12\frac{1}{2}$ inches). Issued quarterly, \$2.00 a year, 50 cents a quarter.

BEGINNERS' STORIES. (For Pupil.) Issued quarterly. Single subscriptions, 30 cents a year. School subscriptions, 25 cents a year, $6\frac{1}{4}$ cents a quarter.

MOTHERS' LETTER, \$1.00 a hundred, 15 cents a dozen.

ADDITIONAL PICTURE SET. For the use of the Teachers of the BEGINNERS' GRADED LESSONS there has been prepared a set of twenty-two pictures, each eleven by thirteen inches.

These pictures are not a part of the Course, their use being optional. The twenty-two pictures cover the lessons for the two years. Mounted on cardboard, \$2.00. Unmounted, \$1.00 per set.

THE PRIMARY GRADED SERIES—(Course complete in Three Years)

FIRST YEAR'S LESSONS

PUPILS 6 TO 8 YEARS OF AGE	PRIMARY TEACHER'S TEXT BOOK, with picture supplements, \$1.00 a year, in four parts, 25 cents a part. PRIMARY STORIES. (For Pupil.) Four pages, issued quar- terly. Single subscriptions, 25 cents a year. School sub- scriptions, 20 cents a year, 5 cents a quarter.
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SECOND YEAR'S LESSONS

PRIMARY TEACHER'S TEXT BOOK, \$1.00 a year, in four parts, 25 cents a part.

PICTURES FOR USE OF THE TEACHER (Set No. 1). Printed in four colors. 32 pictures ($6\frac{1}{2} \times 8\frac{3}{8}$ inches). \$1.25 a year; NOT SOLD BY THE QUARTER.

MISSIONARY PICTURES FOR USE OF THE TEACHER (Set No. 2). Printed in sepia on India tint paper. 12 pictures ($6\frac{1}{2} \times 8\frac{3}{8}$ inches). 30 cents per set; NOT SOLD SEPARATELY.

PRIMARY STORIES WITH HAND WORK. (For Pupil.) Six pages, issued quarterly. Single subscriptions, 35 cents a year. School subscriptions, 26 cents a year, $6\frac{1}{2}$ cents a quarter.

THIRD YEAR'S LESSONS

PRIMARY TEACHER'S TEXT BOOK, \$1.00 a year, in four parts, 25 cents a part.

PICTURES FOR USE OF THE TEACHER (Set No. 3). Printed in four colors. 24 pictures ($6\frac{1}{2} \times 8\frac{3}{8}$ inches). \$1.00 a year; NOT SOLD BY THE QUARTER.

PRIMARY STORIES WITH HAND WORK. (For Pupil.) Six pages, issued quarterly. Single subscriptions, 35 cents a year. School subscriptions 26 cents a year, $6\frac{1}{2}$ cents a quarter.

FOLDER COVERS. (Decorated.) For either Beginners' or Primary Series. 25 cents a dozen; \$2.00 per 100.

THE JUNIOR GRADED SERIES—(Course complete in Four Years)

FIRST YEAR'S LESSONS

- PUPILS 9 TO 12 YEARS OF AGE** **JUNIOR TEACHER'S TEXT BOOK**, \$1.00 a year, in four parts, 25 cents a part.
- THE PUPIL'S BOOK FOR WORK AND STUDY**, with picture supplement; four books in the year, 8½ cents a book.
- JUNIOR DEPARTMENT PROGRAM.** Order of Service. No. 0, 1, 2, and 3. Price, each, 15 cents per dozen; \$1.00 per 100.

SECOND YEAR'S LESSONS

- JUNIOR TEACHER'S TEXT BOOK**, \$1.00 a year, in four parts, 25 cents a part.
- THE PUPIL'S BOOK FOR WORK AND STUDY**, with picture supplement. Four books in the year, 8½ cents a book.
- JUNIOR DEPARTMENT PROGRAM.** Order of Service. No. 4, 5, 6, and 7. Price, each, 15 cents per dozen; \$1.00 per 100.

THIRD YEAR'S LESSONS

- JUNIOR TEACHER'S TEXT BOOK**, \$1.00 a year, in four parts, 25 cents a part.
- THE PUPIL'S BOOK FOR WORK AND STUDY**, with picture supplement. Four books in the year, 8½ cents a book.
- JUNIOR DEPARTMENT PROGRAM.** Order of Service. No. 8, 9, 10, and 11. Price, each, 15 cents per dozen; \$1.00 per 100.

FOURTH YEAR'S LESSONS

- JUNIOR TEACHER'S TEXT BOOK**, \$1.00 a year, in four parts, 25 cents a part.
- THE PUPIL'S BOOK FOR WORK AND STUDY**, with picture supplement. Four books in the year, 8½ cents a book.
- JUNIOR DEPARTMENT PROGRAM.** Order of Service. No. 12, 13, 14, and 15. Price, each, 15 cents per dozen; \$1.00 per 100.

RAINBOW BOOKMARK FOR THE BIBLE, made of nine ribbons by which the divisions are marked. Of value in teaching the Books of the Bible and in drill work. Price, 25 cents each; \$2.50 per dozen, postpaid.

RECORD OF CREDITS FOR USE IN THE JUNIOR DEPARTMENT. Loose Leaf System. Price, Cover with Rings, 23 cents. Leaves for Names and Record, per 25, 12 cents; per 100, 42 cents.

THE INTERMEDIATE GRADED SERIES—(Course complete in Four Years)

FIRST YEAR'S LESSONS

PUPILS 13 TO 16 YEARS OF AGE	INTERMEDIATE TEACHER'S MANUAL, 60 cents a year, in four parts, 15 cents a part.
	PUPIL'S TEXT BOOK (with map supplement). Four books in the year, 12½ cents a book.

SECOND YEAR'S LESSONS

INTERMEDIATE TEACHER'S MANUAL, 60 cents a year, in four parts, 15 cents a part.
PUPIL'S TEXT BOOK (with map or picture supplement). Four books in the year, 12½ cents a book.

THIRD YEAR'S LESSONS

INTERMEDIATE TEACHER'S MANUAL, 60 cents a year, in four parts, 15 cents a part.
PUPIL'S TEXT BOOK (with map or picture supplement). Four books in the year, 12½ cents a book.

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INTERMEDIATE TEACHER'S MANUAL, 60 cents a year, in four parts, 15 cents a part.
PUPIL'S TEXT BOOK. Four books in the year, 12½ cents a book.

THE SENIOR GRADED SERIES—(Course complete in Four Years)

FIRST YEAR'S LESSONS

PUPILS 17 TO 20 YEARS OF AGE	SENIOR TEACHER'S MANUAL, 60 cents a year, in four parts, 15 cents a part.
	STUDENT'S TEXT BOOK. Four books in the year, 12½ cents a book.

SECOND YEAR'S LESSONS

SENIOR TEACHER'S MANUAL, 60 cents a year, in four parts, 15 cents a part.
STUDENT'S TEXT BOOK. Four books in the year, 12½ cents a book.

THIRD YEAR'S LESSONS

SENIOR TEACHER'S MANUAL, 60 cents a year, in four parts, 15 cents a part.
STUDENT'S TEXT BOOK. Four books in the year, 12½ cents a book.

All prices given include postage

CHART OF A GRADED SUNDAY SCHOOL

No. 3

Cradle Roll

Ages under 4

Instruction given in the home, and in Sunday school largely through pictures, stories, and directed activities.

Beginners

Ages 4, 5

Two years of lessons to be used interchangeably.
Simple Bible stories, arranged by themes.

Ten pupils in one class.

Primary

Stories expressing God's Power, Love, and Care.

Class of 5 girls.
Class of 6 boys.

Stories calling forth Love, Trust, and Obedience. Picturing Jesus in his life and work. Stories of the Helpers of Jesus.

Class of 6 girls.

Stories showing Obedience to God's will. Jesus doing God's will. Temperance lessons.

Class of 7 girls.
Class of 6 boys.

Junior

Early Old Testament Stories. Stories that Jesus told.

Class of 5 girls.
Class of 6 boys.

Conquest and Settlement of Canaan. Stories from the Life of Jesus, from the lives of Apostles and of later Missionaries.

Class of 4 girls.
Class of 5 boys.

Stories from Hebrew History—Saul to Nehemiah. Temperance Studies. Stories of the Maccabean Heroes. Introduction to New Testament Times.

Class of 7 girls.

The Gospel according to Mark. Studies in the Acts. Stories of Later Missionaries. Studies about Our Bible and How It Came to Us.

Class of 4 girls.
Class of 3 boys.

Intermediate

Age

Stories of Israel. Pious Leaders in North America.

Class of 9 girls.
Class of 8 boys.

CRADLE ROLL

KINDERGARTEN
BEGINNERS

GRADES 1 TO 3
PRIMARY

GRADES 4 TO 7
JUNIOR

NOTE.—In planning this chart an average school of 120 members, including teachers and officers might be done. Some grades and classes are omitted because it will frequently happen

APPENDIX D

of later Missionaries.	Class of 7 girls.	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No classes	No 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cluding teachers and officers, has been used as an illustration of the way in which the grading it will frequently happen in any school that there will be no pupils in certain grades.

CHART SHOWING COST OF GRADED LESSONS No. 4

APP

Cradle Roll

Beginners

Ten pupils in one class

Ages 4 to 5	
Teacher's Text Book	\$1.00
1 Pupil's Book for Work and Study	2.00
Additional Pictures	1.00
*11 Folders	2.75
Beginner's total, \$6.75	

*In this number is included one folder for each teacher.

Primary

Class of 5 girls.
Class of 6 boys.

Age 6	
2 Teacher's Text Books	\$2.00
*13 Folders	2.80
\$4.80	

Class of 6 girls

1 Teacher's Text Book	\$1.00
Pictures	1.25
Missionary Pictures	.30
*7 Folders	1.35—\$4.37

Class of 7 girls.
Class of 6 boys

2 Teacher's Text Books	\$2.00
2 Picture Sets (colored)	2.00
*15 Folders	3.00—\$7.00
Primary total, \$16.87	

Junior

Age 9
Class of 5 girls.
Class of 6 boys.

2 Teacher's Text Books	\$2.00
1 Pupil's Book for Work and Study (for teachers)	2.00
11 Pupil's Books for Work and Study	3.74—\$8.43

Class of 4 girls.
Class of 5 boys.

2 Teacher's Text Books	\$2.00
2 Pupil's Books for Work and Study (teachers)	2.00
9 Pupil's Books for Work and Study	3.06—\$5.74

Class of 7 girls.

1 Teacher's Text Book	\$1.00
1 Pupil's Book for Work and Study (for teachers)	2.00
7 Pupil's Books for Work and Study	2.83—\$5.72

Class of 4 girls.
Class of 3 boys.

2 Teacher's Text Books	\$2.00
2 Pupil's Books for Work and Study (for teachers)	.68
7 Pupil's Books for Work and Study	2.38—\$5.06
36 Programs for the year	\$1.80
Junior total, \$22.74	

Intermediate

Class of 9 girls.
Class of 8 boys.

Age 1	
2 Teacher's Manuals	\$1.20
2 Pupil's Text Books (for teachers)	1.00
17 Pupil's Text Books	8.50—\$10.70

CRADLE ROLL

Kindergarten
BEGINNERS

Grades 1 to 3
PRIMARY

Grades 4 to 7
JUNIOR

Grades 8 to 10
INTERMEDIATE

NOTE.—In planning this chart an average school of 220 members, including teachers and officers, might be done. Some grades and classes are omitted because it will frequently happen in

2- 8785

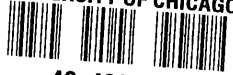
UNIVERSITY OF CHICAGO



48 439 787

<p>BV 1560 .M6</p>	<p style="text-align: right;">J</p> <p>Baldwin, Josephine E. Intro. & use of the graded lessons. Gen. Man. (Inter. Gr. Ser.)</p>
<p>JUL 29 '25</p>	<p>514604.</p>
<p>JUL 29 '25</p>	<p>Mary D.</p>
<p>AUG 21 '25</p>	<p>B. B.</p>
<p>SEP 22 '25</p>	<p>H. H.</p>
<p>OCT 23 '25</p>	<p>Cont. Dept.</p>
<p>NOV 24 '25</p>	<p>Reserve</p>
<p>DEC 25 '25</p>	<p>H. L. Barnett 148 Lakeside</p>
<p>JAN 26 '26</p>	<p>John E. ... Goodspeed road</p>

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